

 NATIONAL
GEOGRAPHIC
LEARNING

INTERMEDIATE

TEACHER'S BOOK

Life

THIRD
EDITION

DANIEL BARBER
MIKE SAYER

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ON THE COVER

The Aurora Borealis (also known as The Northern Lights) travels at night over the peak of Stetind. The obelisk-shaped mountain was first climbed in 1910 and was named as Norway's 'national mountain' in 2002.

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Life

**THIRD
EDITION**

DANIEL BARBER AND MIKE SAYER

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1 Culture and identity <i>pages 9–20</i> Review <i>page 20</i>	present simple and present continuous; stative verbs; question forms	word focus: <i>love</i> ; nouns related to ideas and feelings; wordbuilding: adjective + noun collocations	opening and closing conversations	<i>wh</i> - questions; short questions	a description of skateboarding in Bolivia; a podcast about colours across cultures; using your knowledge of a topic to help you listen; a description of a favourite photo
2 Performing <i>pages 21–32</i> Review <i>page 32</i>	present perfect simple; <i>already, just</i> and <i>yet</i> ; present perfect simple and past simple	describing performances; describing emotions; word focus: <i>own</i> ; strong and weak adjectives	choosing an event	<i>have</i> in present perfect statements; intonation with <i>really, absolutely, very</i>	two descriptions of events; a description of someone's experience of performing; listening for specific details
3 Opportunities <i>pages 33–44</i> Review <i>page 44</i>	predictions; future forms	word focus: <i>job</i> and <i>work</i> ; education; wordbuilding: prefix <i>re-</i> ; job requirements	making and responding to requests	sounding certain; weak and strong auxiliary verbs	three monologues about childhood ambitions; three people talking about their career and education paths; recognizing auxiliary verbs in fast speech
4 Water <i>pages 45–56</i> Review <i>page 56</i>	past simple and past continuous; past perfect simple	wordbuilding: adverbs with <i>-ly</i> ; word focus: <i>get</i>	telling stories	<i>had</i> in past perfect statements; weak forms (<i>was</i> and <i>were</i>)	a talk by a 'swimming ambassador'; two stories about experiences in water; recognizing how sounds run together in fast speech
5 A healthy life <i>pages 57–68</i> Review <i>page 68</i>	modal verbs; first conditional; <i>when, as soon as, unless, until, before</i>	healthy habits; word focus: <i>so</i> ; describing food	talking about food	weak forms (<i>to</i>); disappearing sounds (1)	advice for people who have little time to exercise; a podcast about healthy habits; recognizing grammar structures while listening
6 Mysteries <i>pages 69–80</i> Review <i>page 80</i>	expressing purpose; certainty and possibility	word focus: <i>fun</i> and <i>funny</i> ; wordbuilding: nouns and verbs	reacting to surprising news	<i>have</i> in past modal forms; disappearing sounds (2)	a conversation about what a photo shows; a lecture about the Nasca lines; identifying how speakers signal information

Reading	Critical thinking	Speaking	Writing	Video
an article about the Race Card Project; an article about Generation Z	supporting examples	describing your own identity; talking about the importance of colours; creating a survey about your generation's habits; introducing yourself to others; planning a set of photos	a profile of an organization; using criteria for writing	<i>Faces of India</i> ; visual literacy: understanding a photographer's message
an article about how circuses have changed; a review of a film about the power of dance	understanding the writer's purpose	talking about recent experiences; describing experiences of performing; creating a survey about watching films; informing people about an event; planning a podcast	a film review; linking ideas (1)	<i>Human towers</i> ; visual literacy: understanding diagrams
an article about the future of work; an article about someone who wanted to educate the public	understanding the writer's view	making predictions; planning your time; discussing why education matters; discussing what a 'quality education' means	a supporting statement; using a formal style	<i>Maritza's classroom</i> ; sustainable life: quality education
an interview with the first person to find <i>Titanic</i> ; a first-person account about an unforgettable experience	drawing conclusions	describing the first time something happened; describing what had happened before; describing a learning experience; planning a trip	a social media post; using interesting language	<i>Two months on the Amur River</i> ; visual literacy: understanding a filmmaker's message
an article about making the perfect Italian pizza; different sources of information about moods and positive thinking	deciding if information is reliable	describing your own 'food rules'; describing consequences; exchanging information; making a short presentation about food	a formal email; explaining consequences	<i>We are what we eat: Crete</i> ; visual literacy: evaluating presentation visuals
a preview of a programme about why we enjoy being scared; theories about two mysteries	Speculation or fact?	describing what things are for; speculating about the present and past; discussing what might have happened; describing how equal your society is	a news story; -ly adverbs in stories	<i>Ancient past and present</i> ; sustainable life: working towards equality

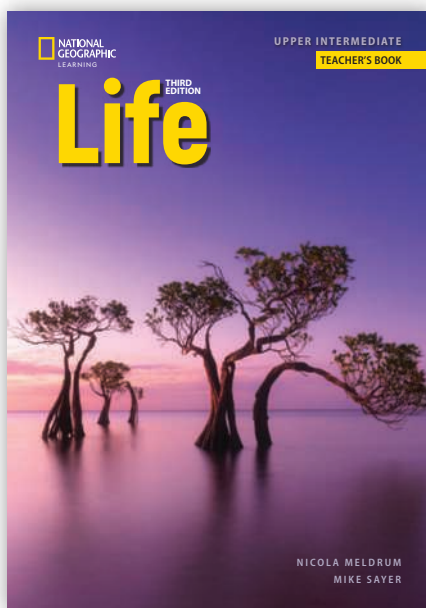
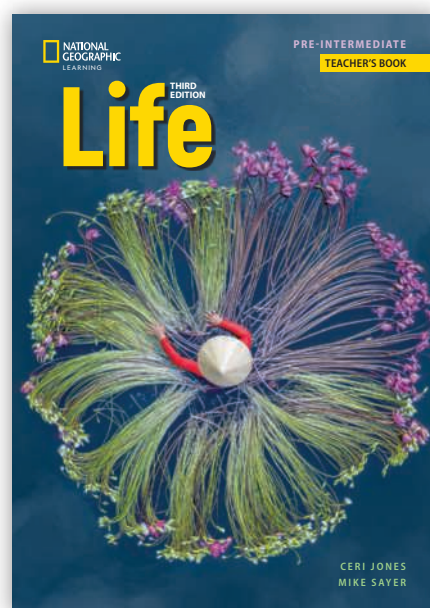
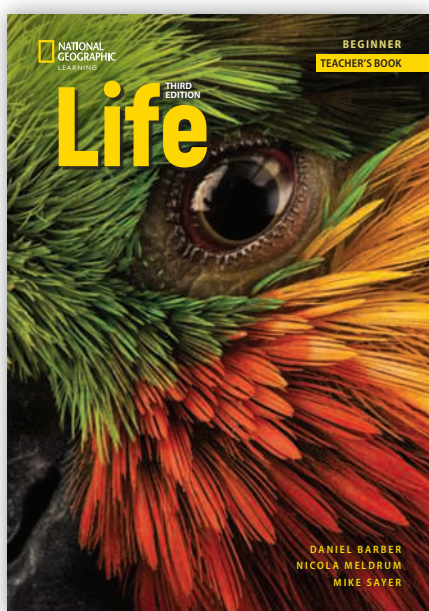
Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
7 Living space <i>pages 81–92</i> Review <i>page 92</i>	<i>used to, would</i> and past simple; comparison: adverbs; comparison: patterns	in the city; materials; wordbuilding: noun → adjective; word focus: <i>as</i> and <i>like</i>	stating preferences and giving reasons	sentence stress (1); rising and falling intonation	two monologues about living arrangements; an interview with an architect; listening for stressed words to identify important information
8 Travel <i>pages 93–104</i> Review <i>page 104</i>	verb patterns: <i>-ing</i> form and <i>to</i> + infinitive; present perfect simple and continuous; <i>How long ...?</i>	holiday activities; word focus: <i>journey, travel, trip</i> ; travel problems; wordbuilding: compound nouns (noun + noun)	dealing with problems	<i>been</i> ; strong and weak forms	three monologues about experiences of travelling; a description of a woman who has been to every country; paying attention to specific information while listening
9 Shopping <i>pages 105–116</i> Review <i>page 116</i>	passives; articles and quantifiers	customer experiences; spending money; wordbuilding: compound adjectives; in a shop	buying and selling things	weak forms (<i>of</i>); silent letters	interviews with shoppers; a podcast about impulse buying; recognize what happens to prepositions in fast speech
10 No limits <i>pages 117–128</i> Review <i>page 128</i>	second conditional; defining relative clauses	survival; sports performances; word focus: <i>take</i> ; sports injuries	describing injuries and giving advice	sentence stress (2); <i>and</i>	a short talk about a wingsuit flyer; an audio article about performing better at sport; recognize how words sound joined together in fast speech
11 Connections <i>pages 129–140</i> Review <i>page 140</i>	reported speech; reporting verbs: patterns; reporting verbs: thoughts	technology and communication; wordbuilding: suffixes <i>-ion, -ment</i>	sharing opinions	contrastive stress; linking with /w/ and /j/	an interview with a competition participant; a story about an invention to share information; listening for specific details in a story; two monologues about learning sign language
12 Experts <i>pages 141–152</i> Review <i>page 152</i>	third conditional; <i>should have</i> and <i>could have</i>	describing skills and knowledge; wordbuilding: prefixes <i>in-, un-, im-</i> ; word focus: <i>go</i>	making and accepting apologies	<i>should have</i> and <i>could have</i> ; sentence stress (3)	an account of saving wild animals; two stories about unexpected problems; recognizing stressed syllables

Reading	Critical thinking	Speaking	Writing	Video
an article about how the island of Manhattan used to be; an article about a special place in Puerto Rico	analyzing descriptions	describing how places have changed; comparing ideas; promoting a place; planning an infographic of your country or region	a description of a place; organizing ideas	<i>The eco-architect of Ladakh</i> ; visual literacy: analyzing infographics
three people describe returning to their roots; an article about why travel is important	analyzing choice of language	choosing a holiday companion; describing favourite activities; describing travel experiences; deciding what you wouldn't leave home without	a text message; using an informal style	<i>Questions and answers</i> ; visual literacy: interpreting flow charts
an article about customer satisfaction; two articles about consumer trends	close reading	planning a new product; planning with a budget; discussing ethical shopping; discussing ways of reducing waste	a product review; using pronouns clearly	<i>Circular t-shirts</i> ; sustainable life: responsible consumption
an article about life in space; an interview with a cave explorer	reading between the lines	saying where you would love to live; describing personal bests; talking about overcoming challenges; planning an animated film	a personal email; linking ideas (2)	<i>What does an astronaut dream about?</i> ; visual literacy: analyzing the use of animation
an article about working together to save rainforests; an article about communicating across cultures	identifying facts and opinions	acting out and reporting a news story; making invitations, promises and requests; using different communication methods; communicating non-verbally	an opinion essay; structuring an essay	<i>Can you read my lips?</i> ; visual literacy: evaluating video techniques
an article about what Arctic explorers have to do to survive; an article about the Japanese samurai and their legacy	challenging assumptions	talking about past decisions; explaining where you went wrong; talking about experiencing a different time; discussing issues with water	a website article; checking your writing	<i>The environmental engineer</i> ; sustainable life: clean water

How *Life* supports learning

Life is a six-level, best-selling, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Known for teaching students something new about the world through inspiring National Geographic content, *Life* showcases global perspectives and contexts relevant to students' own lives that guide them to naturally personalize the language. In this Third Edition, *Life* continues to help learners connect with the world through its deeply integrated critical thinking strand, which now extends to developing the visual literacy, collaboration, and problem-solving skills they need for academic and career success.



HELEN STEPHENSON



One of our main aims with the *Life* series has always been to provide a structure whereby students bring their own world knowledge and skills into the language classroom. Thus, they can engage with and interact with the course content so that the English they are learning is relevant to their own lives. In developing the Third Edition of *Life*, we've had the opportunity to expand and deepen that structure through a new focus on visual literacy.

The world has changed enormously since we first sketched out what we thought *Life* could look like, and one of the biggest changes has been the extent to which our lives are now mediated through screens and visual media. Visual communication has become more and more sophisticated and exciting, and we wanted to reflect this in our new content.

With our new video lessons, we use visual content as a springboard for productive, and personalized, language use. These lessons consider how we engage with visual information in the real world (the knowledge we bring to it, our reaction to it, and the actions we subsequently take) and how students can delve beneath the surface of visual content and interrogate its message and its meaning.

We hope that with this new Visual literacy strand that is developed through the unit, we've reflected the role visual communication plays in our lives and given our students the opportunity to do in English what they do in their 'real' lives outside the classroom.

PAUL DUMMETT



Just as with the new Visual literacy strand in *Life*, Third Edition, where we've broken down the skill of 'viewing' for the learner and introduced a more reflective element, we have also had an opportunity to look at how we help learners with other skills in this series. Practice with listening, reading, speaking and writing is of course essential, but it must be backed up with strategies for becoming more competent at these skills: awareness of different discourse types, understanding of patterns in written and spoken language, recognition of useful first language strategies, etc.

Accordingly, we have added a new listening skill focus in each unit, featuring both bottom-up (or decoding) skills and top-down skills. In writing and speaking, we have bolstered the existing syllabus: providing clear models, developing discrete skills, e.g. using the right tone, and scaffolding productive activities more carefully. In reading, we have tried to include a greater variety of text types and at the same time maintain our strong critical thinking syllabus.

In making these changes, we have also been mindful that a good number of *Life*'s users are preparing for exams and so have featured many of the text and question types they will encounter in all four skills. We really hope these additions will help enhance your students' learning experiences.

JOHN HUGHES



Given the association of the *Life* series with National Geographic, it isn't surprising that we have always included environmental issues and sustainability as core topics. From the very beginning, we combined language and National Geographic content to raise students' awareness of the challenges facing our planet and offered vocabulary so students could express their own concerns meaningfully.

In the time between our first edition and this Third Edition, we've seen how subjects such as climate change, equality and wellbeing have become firmly embedded in many educational curriculum. So we've been able to build on our past efforts in the earlier editions to highlight these topics and, in this edition, we've formally included them in the Sustainable life lessons.

Each Sustainable life lesson includes an introductory video looking at an aspect of sustainability, followed by another video which tells real-life stories of individuals striving to make the world more sustainable. Then, students have the opportunity to complete their own short project in which they research and report back on sustainability in their own lives. We hope you will find this new Sustainable life lesson a natural and welcome development in the *Life* series.

Critical thinking in *Life*

Critical thinking, a key 21st Century skill, is the ability to develop and use an analytical and evaluative approach to learning. Learners go beyond reading comprehension activities with *Life*. Reading skill development progresses from comprehension to engaging with texts more deeply to uncover purpose, understand writing techniques and infer meaning. Each reading lesson develops a stated goal such as evaluating conclusions, differentiating between fact and opinion, and assessing the relevance and reliability of information, among others.

The use of critical thinking is extended in *Life*, Third Edition with the introduction of a visual literacy focus, and by critically engaging students to develop strategies for sustainable living.

Visual literacy

In today's world, we are exposed to more visual content than ever before, and visual literacy – the ability to interpret and understand the ideas and meanings in what we see – is an essential life skill. *Life* features stunning National Geographic content and showcases the work of National Geographic explorers through both photography and video. Aside from their compelling visual impact, these contexts bring meaning and authenticity to the experience of language learning. *Life*, Third Edition creates a closer connection between the critical thinking development integral to *Life* and its visual content.

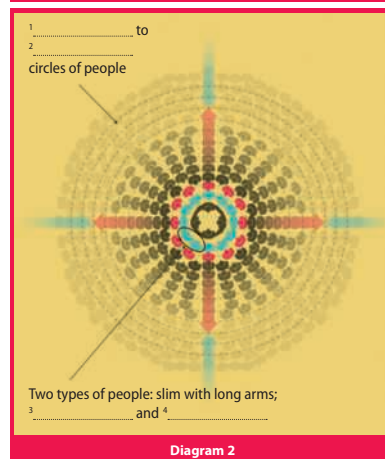
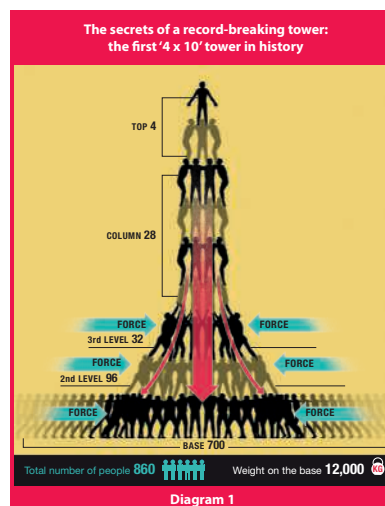
Eight of the video lessons in each level of *Life*, Third Edition feature a dedicated visual literacy focus.

Carefully scaffolded activities develop students' ability to interpret information presented to them in a variety of different ways, and help them look behind the image to identify the purpose of the photographer or filmmaker and examine the techniques used to convey their message. In addition to working with video and photographic content, students apply these skills to infographics, diagrams, flowcharts, presentation slides, tables, and charts. These lessons build towards an opportunity for students to present their ideas to others and to reflect on them through peer discussion.

As well as being a valuable and necessary skill for navigating and interacting with the world, competence in interpreting and producing information in visual formats is useful for academic and professional contexts. It is also an important exam skill.

Unit 2 Performing

Visual literacy understanding diagrams



5 Diagrams can show complicated information in a clearer and simpler form. Use Diagram 1 to complete the text. Compare your answers with your partner.

At the bottom of the tower, 1 _____ people push towards the centre. They hold up the tower. If people fall, they fall on this base. The 2 _____ of the whole tower on this base is 3 _____ kilograms.

6 Work in pairs. Read these sentences. Are they true for Diagrams 1 and 2?

- 1 Diagrams use symbols to represent real-world objects or people.
- 2 Diagrams only focus on the key information and don't show the whole situation.
- 3 Diagrams can show things that are invisible or not easy to see in photos.
- 4 Diagrams make it easier to see the relationship and interactions between different things.
- 5 Understanding a diagram helps you to explain a process in words.

7 Read the text and complete Diagram 2. Compare your answers with your partner.

In the base of the tower, each person has their own position. At the centre are people who are very strong and not too tall. To share the weight of the tower, there are ten to twelve circles of people around the centre. There are no spaces between them as they stand shoulder to shoulder and push to the centre.

8 Work in pairs. Use the information from Diagrams 1 and 2 and the video. What are the five key points you would focus on to explain the human towers to someone?

Speaking

9 Work in pairs. A podcast you listen to has a feature where people send in short voice messages of 30–60 seconds to recommend local events. Plan a message to do one of these things. It should include information about the event and why people should see it.

- advertise or promote an event that will happen soon
- recommend an event in your area that you enjoyed

10 Record your message. Then work in groups and listen to each other's messages. Decide which event you want to see.

This Visual literacy lesson invites students to critically analyze the visual contents of diagrams and the information they provide.


Sustainable life


National Geographic explorers are changemakers from around the world who work to illuminate and protect the wonder of the world and secure better futures for those who live in it. Four of the video lessons in each level of *Life*, Third Edition have a sustainability focus. The Sustainable life lessons are an opportunity to showcase the work of National Geographic explorers, to help students understand the challenges we face and to provide them with a framework to develop the competences and confidence to become active problem-solvers and changemakers themselves.

Sustainable life lessons progress from an educative video presentation of an area of sustainability to examples of the sustainability theme in action, through people's stories and initiatives. In these lessons, students are encouraged to make connections between wider global issues and their own local contexts. Sustainable life lessons build towards a collaborative project, for which students are required to work together through the stages of research, planning, problem-solving and presenting their ideas. As a final step, they are invited to provide peer feedback.

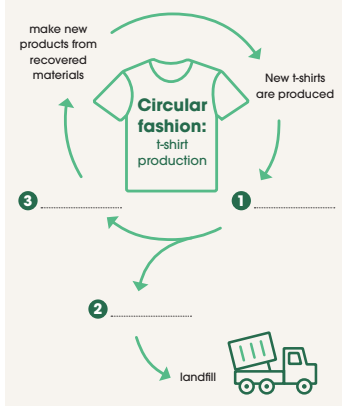
Visual literacy


- As students discuss the meanings of the unit opener photo, introduce them to the idea of images having meanings. You could tell students that they will focus on this in Lesson 1f. At this point, ask students to discuss some or all of these questions in pairs, small groups or in class: *What do you think the photographer is saying with this photo? Does the caption help you understand the photo better? How? Why do you think this photo was chosen for this unit? Does your culture and background affect how you interpret the photo?*
- During students' discussions, encourage them to reflect on their attitudes to fashion, the skating community, women in sport and how these factors affect their interpretation of the photo.

SUSTAINABLE LIFE 

5  **92** Watch Video 2 about a t-shirt company with a different approach to production and consumption. Complete the diagram with the expressions (a–c). Then say how the t-shirt company's system is different to the normal life of a t-shirt.

a sent back
b thrown away
c bought and used



6  **92** Watch Video 2 again. Match the sentence halves to make information about the company's activities.

1 Products are designed to ...	a they've been ordered.
2 The t-shirts are made from ...	b allows customers to use the system for free.
3 T-shirts are printed when ...	c be sent back when they are worn out.
4 The online platform ...	d the material that is recovered.

Speaking

7 Work in groups and discuss the questions.

- Look at the photo of the jar on the right and read the caption. How long do you think it takes you to create the same amount of waste?
- How does the t-shirt company in Video 2 contribute to reducing waste?
- Why is it important to try and reduce the amount of waste that is produced?
- Would any of the four suggestions for action in Part 1 of the video be easy for you to follow?

Project

Project brief

Poster: aiming for zero waste

You are going to make a poster to show ideas to try and reduce waste to as close to zero as possible. Your poster will be put up in your home or place of work/study. As well as being informative, it should be visually interesting, effective and hopefully fun!

8 Research Work in small groups. Follow the steps.

- Discuss your personal motivation for reducing waste (e.g. the effect on marine animals).
- Choose a place to focus on that best fits your motivation (e.g. your family home, workplace or school/college).
- Choose areas of consumption you could focus on that are relevant to that place (e.g. paper use, water/coffee machines and cups).
- Research online for ideas for reuse and recycling in those areas.
- Look for actions to take and the reasons why.

9 Planning Decide:

- what your poster will focus on.
- the design, visuals and text you will use.
- who will produce each part of the poster.

Make your poster on paper or on a computer.


10 Presentation and feedback Put up your poster in the classroom or share it in your online classroom.

Look at the other posters. Do they have:

- visual impact?
- clear information?
- relevant and practical ideas?
- good reasons for the action points?

How effective will the posters be in influencing your habits in consumption and how much waste you produce?

Zero Waste: this jar holds all the non-recyclable waste that was produced in two years by Kathryn Kellogg of California, in the US.



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Sustainable life

Facilitate a class discussion or debate on the role of different generations in promoting sustainability. A possible discussion question could be: *Compared to Generation Z or Millennials, older generations do not pay as much attention to global issues like climate change. Discuss.* Ask students how they think the increase in international communication and in forums for people to connect across borders could help us solve issues of sustainability. Encourage students to discuss their opinions on other social justice issues across generations as well as cultures.

This Sustainable life lesson requires students to design a poster which shows ways to reduce waste to almost zero.

The Teacher's Book features instructor support for Visual literacy and Sustainable life lessons, as well as identifying opportunities throughout the unit for teachers to use lesson content as a springboard for further developing students' critical awareness of themes of sustainability and to develop their visual literacy skills.

Language development in *Life*

As well as applying critical thinking to the reading texts and the Visual literacy and Sustainable life video lessons, *Life* encourages students to apply critical thinking skills to developing their language skills. When new grammar or vocabulary is presented, students are often expected to use the target language in controlled practice activities, then in speaking and writing tasks and finally, making use of the new language through analyzing and evaluating situations critically and creatively. In this way, students move from using lower-order thinking to higher-order thinking.

Language presentation

Target grammar and vocabulary are presented in the first two lessons of each unit in the context of adapted, authentic reading texts (Lesson A) or listening texts (Lesson B).

Approach to grammar

Target grammar is presented in the first two lessons of each unit in the context of reading texts in Lesson A and listening texts in Lesson B. These texts, which are adapted from authentic sources, provide rich contexts and good models for students' own language production. The primary focus is on the topic content and engaging with meaning, before the learner's attention turns to targeted grammar presentation which has the following features:

- In each grammar section, students are provided with a summary of the grammar focus, plus accompanying discovery tasks that encourage them to analyze the form, meaning, and use of the structures. This approach allows learners to engage in the lesson, and to share and discuss their interpretation of the new language.
- Each grammar box has a corresponding grammar summary at the back of the book, where detailed explanations and additional activities can be found.
- The tasks in each grammar section move thematically from lesson-related to real-life contexts.
- Lessons A and B both end with a scaffolded 'My Life' speaking task. Here, students personalize the language using the target grammar and other target language in a meaningful context.

4a
reading adventures • pronunciation /dʒ/, /t/ or /ɪd/ • grammar past simple • speaking describing your partner's past

The challenges of adventure

Reading

1 Read the article and choose the missing introduction, A, B, C or D.

A This is the story of how two National Geographic adventurers met and started to work together on a new project.

B Every year, National Geographic magazine gives an award to an adventurer for their achievements. Here are two winners of this award.

C In this article, two National Geographic adventurers describe their lives and talk about their work.

D Read about how a Nepalese mountaineer and a Mexican scientist are trying to tell the world about climate change.

2 Read the article again. Work in pairs and make notes about Pasang Lhamu Sherpa Akita's challenges and achievements. Then do the same for Cristina Mittermeier.

Grammar past simple

PAST SIMPLE

We use the past simple to talk about finished actions, events or situations in the past.

They lived in Lukla.
Cristina was interested in climate change.
She studied marine biology.
People didn't have food or homes.

For further information and practice, see page 162.

3 Look at the grammar box. Underline the past simple forms in the article. Which are regular? Which are irregular?

4a
reading adventures • pronunciation /dʒ/, /t/ or /ɪd/ • grammar past simple • speaking describing your partner's past

Adventurers of the year

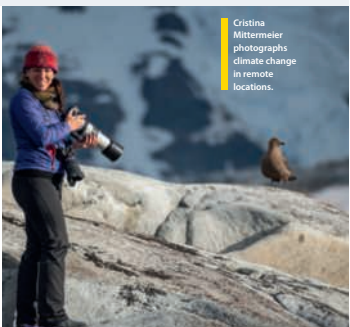
Introduction

The scientist

Cristina Mittermeier was born in Mexico in 1966. She studied marine biology at university and then worked as a scientist. She was interested in climate change and wanted to tell everyone about it. But not many people read her scientific articles, so she started taking photos of the effects of climate change instead. It took a long time for her to become well-known as a photographer, but one image of a starving polar bear went viral, with 2.5 million views in two weeks. In 2014, she started SeaLegacy, an organization using photography, video and storytelling to protect the ocean.

The mountaineer

Pasang Lhamu Sherpa Akita grew up with her younger sister and they lived in Lukla, a town in north-eastern Nepal. Pasang's parents died when she was young. When she was a teenager, she trained as a mountaineer and became the first female mountaineering instructor in Nepal. She's also famous for climbing Mount Everest (Mount Qomolangma) when she was only 22. In 2015, Nepal had a terrible earthquake. People didn't have food or homes, so Pasang helped them. Now she has a new challenge: she's a mother and hopes her achievements help her son follow his dreams.



Cristina Mittermeier photographs climate change in remote locations.

Lower-order and higher-order activities in the Student's Book (left) and the supporting activities available in the Online Practice (below).

4a
Grammar 1 | 1

Complete the sentences with the correct past simple form of the verbs in brackets.

1. We (stay) in Prague for one week.
2. Jing (move) to Shanghai last year.
3. We (not visit) Tulum when we were in Mexico.
4. Ashraf (study) for weeks for his exams.
5. We (not have) a map, and we got lost.

Approach to vocabulary

Life supports students in acquiring and retaining vocabulary to use productively, as well as processing and making sense of above-level language receptively. *Life*, Third Edition provides a wealth of rich, meaningful contexts with language carefully controlled to ensure just the right level of achievable challenge. Target vocabulary is recycled continually throughout each level to promote ready usage and retention. Vocabulary is introduced in the following sections within the unit:

- Two or more vocabulary presentations per unit, which are presented as lexical sets, which research has shown facilitates memorization and memory retrieval.
- Wordbuilding sections that offer students another opportunity to extend their vocabulary through a focus on the building blocks of language, for example: prefixes, suffixes, parts of speech and specific language features like compound nouns

and phrasal verbs. Each Wordbuilding explanation is supported by one or two practice activities.

- Word focus sections introduce high-frequency words at lower levels and idioms and colloquial usage at higher levels, providing examples of the different meanings words can have according to the contexts in which they are utilized.
- Short and simple definitions are provided in Glossaries and through rich Word lists, (which include phonetics, definitions, parts of speech, examples, collocations, and word family and word family collocates) available for each level in the Teacher's Resources.

Approach to skills

Life, Third Edition continues its integrated approach to teaching the four skills of language learning. Students are presented with reading and listening passages and respond with written and spoken production. Students also improve their language skills by analyzing the ways language is used in the passages they listen to and read. Beyond language, students prepare for success in their academic and professional life through a holistic approach to developing their critical, communicative, collaborative and creative skills. An example of this is the work they do to critically evaluate a real-world problem and work collaboratively to problem solve and communicate solutions in the Sustainable life lessons. This is combined with a practical approach to functional language and familiarization with exam-style tasks throughout *Life*, Third Edition content which equips students for exam success.

6e
writing a description • writing skill using descriptive adjectives
Unit 6 Stages in life

A wedding in Madagascar

Writing a description

1 Read the post from a travel blog. Which of these things does the writer describe?

buildings ceremonies clothes food
nature people towns and cities transport

Celebrations in Madagascar

I was staying with my grandparents in Madagascar and their neighbours invited us to their daughter's wedding. On the big day, we arrived outside an **enormous** tent. There was a zebu (a type of cow) at the entrance brought by the groom. He offered the zebu to the bride's parents to thank them for their **wonderful** daughter. Inside the tent, there were **beautiful** decorations and over 300 **excited** relatives and guests. The women wore colourful dresses. The older men wore formal suits, but the younger men were less formally dressed. Finally, the ceremony began with some speeches. The crowd listened politely, and sometimes they laughed and clapped. Finally, it was dinner and I suddenly realized what the Zebu was for. We ate **massive** plates of meat and it was **delicious**. The meal for the bride and groom was on a special plate, and they ate it using only one spoon to show they were now joined as one.



2 Writing skill using descriptive adjectives

a When you write about places or special events, it's important to use interesting, descriptive adjectives. Match the highlighted adjectives in the travel blog with the less descriptive adjectives (1-3).

1 nice, **wonderful**
2 big,
3 happy,

Wordbuilding synonyms

WORDBUILDING synonyms

Some words have the same meaning or a similar meaning. These are called synonyms.
old = ancient, big = huge, boring = dull
When you use a synonym, you can make your description more interesting and avoid using the same word twice.

b Work in pairs. Improve the sentences with synonyms or more descriptive adjectives. Use words from Exercise 2, the wordbuilding section, or your own ideas.

beautiful **ancient**

1 Venice is a **nice** city with lots of **old** buildings.
2 In the US, you can buy **big** burgers.
3 The parade was a bit **boring** after a while.
4 The crowd was **happy** because the music started.
5 All the costumes were **nice**.
6 I was very **sad** to leave Paris.
7 I tried sushi for the first time and it was **good**.
8 The view of the mountains was **nice**.

c Work in pairs. Look at the topics in Exercise 2. Think of two or three interesting adjectives for each one. Use a dictionary to help you. Then, in another pair and compare your adjective lists.

food - delicious, tasty, disgusting

3 Choose one of the topics and write a short description (about 100 words) of it for a travel blog.

- a day you remember from a holiday
- your favourite place in the world
- a festival or celebration in your country

4 Work in pairs. Read your partner's description. Does it ...

- use descriptive adjectives?
- use synonyms to avoid repeating the same word?
- make the event or experience sound interesting?

6e | Wordbuilding | 1

Highlight the word that is **not** a synonym.




1. huge / massive / wonderful
2. dull / enormous / boring
3. tasty / disgusting / delicious
4. wonderful / ancient / nice
5. happy / exciting / interesting

A Wordbuilding exercise in the Student's Book (left) alongside the supporting activities available in the Online Practice (right).

Life and assessment

Life, Third Edition incorporates assessment strategies that reflect the National Geographic Learning values of global competence, real-world communication and personalized success. We bring the world to the classroom, and the classroom to life; a principle that doesn't stop when assessing students. We also want to know who our students are, what makes them special and what they value, so we can support them on their learning journey.

Life, Third Edition treats assessment as an iterative process with four stages that overlap: *Place*, *Teach*, *Practice* and *Evaluate*.

PLACE

National Geographic Learning Online Placement

The National Geographic Learning Online Placement available on Spark recommends placement into the appropriate level of *Life* aligned to the CEFR.

TEACH (and monitor progress)

Learning objectives

Unit goals at the start of each new unit set learner expectations and assist both students and teachers to monitor progress throughout the unit.

Student's Book

Life develops students' language proficiency through a fully integrated approach to skills, with carefully scaffolded activities that guide students to navigate spoken and written texts and to use new language in productive speaking and writing activities competently and confidently. Language and learning objectives are CEFR-aligned and task types provide exposure to those commonly encountered in exams.

PRACTICE (and monitor progress)

Online Practice

Students consolidate their learning through fully comprehensive and course-specific practice provision. Teachers can assign activities according to learning objectives and review student progress in the Course Gradebook, where they can access reports on individual and class performance.

Self-assessment

Reviews at the end of each Student's Book unit include self-study activities designed to consolidate learning and give students a sense of their own progress. At the end of each review, students complete 'I can' self-assessment statements that mirror the unit goals to evaluate their learning.

I CAN	
describe the ages of different people	<input type="checkbox"/>
use <i>to + infinitive</i> to talk about future plans	<input type="checkbox"/>
use future forms to talk about plans, decisions and arrangements and prepare for a festival	<input type="checkbox"/>
listen to infer meaning and talk about celebrations	<input type="checkbox"/>
read about ceremonies, analyzing the writer's view	<input type="checkbox"/>
invite, accept and decline an invitation	<input type="checkbox"/>
write a travel blog post using descriptive adjectives	<input type="checkbox"/>
discuss health and well-being, and plan a volunteer project	<input type="checkbox"/>

Peer assessment

Peer review is built into the Sustainable life projects and the writing lessons (Lesson E) in each unit of *Life*. Students are provided with checklists against which they can evaluate the work of their peers and provide an opportunity for students to practise sharing and responding to constructive criticism, also teaching them to think more critically about their own work.

EVALUATE

Assessment rubrics for projects

Four Sustainable life projects per level provide extended collaborative tasks designed to hone students' research, planning and problem-solving skills and to develop their ability to work collaboratively.

Rubrics for the assessment of student performance in these tasks include an assessment of their understanding of the topic, evaluation of the project output, and they judge how well students collaborated to solve problems and whether they used the resources creatively.

Assessment rubrics are provided in the Teacher's Resources on Spark for each project, to assist teachers in using these tasks for formative assessment.

Unit and mid-course tests

Twelve unit tests and two mid-course tests for each level of the series evaluate students' progress in the areas of: Vocabulary, Grammar, Reading, Listening, Speaking, Writing and Real life.

- The unit and mid-course tests are both downloadable and deliverable online.
- Assessment for visual literacy is available in the *Life*, Third Edition Assessment Suite in Spark in the form of two visual literacy tasks. The first has a defined answer. The second is open to student analysis and teachers assessing this task can use the guidance written by a visual literacy expert. These tasks can be added to the customizable tests.
- Teachers can select target learning objectives and language and skills areas in the *Life*, Third Edition Assessment Suite in Spark to generate fully customizable tests to administer online or as paper-based tests.
- Most tasks in the tests delivered on the Spark Platform can be automatically graded. Valuable insights into student, class and institutional progress are tracked in the Course Gradebook.

IELTS and Cambridge practice tests provide level-appropriate practice of external exam task types, which students are also familiarized with through dedicated activities in the Student's Book and Online Practice, ensuring students are primed for success.

spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach, and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single login.

Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support help you focus on what matters most: student success.



Unit walkthrough

UNIT OPENER

The unit opener leads students to engage with the unit topic through an impactful photograph and also sets the language-learning goals for the unit.

UNIT 3 Opportunities



Alessia, in the village of Castiglion Fiorentino, Italy, holds a photo of herself aged four.

UNIT GOALS

- 3a • make predictions about the future
 - talk about jobs and work
- 3b • use future forms
 - understand auxiliary verbs in fast speech
 - discuss stages in education
- 3c • read about a young educator and understand a writer's view
- 3d • making and responding to requests
- 3e • write a supporting statement for a job application using a formal style
- 3f • watch a video about education and write a proposal for a dynamic classroom

1 Work in pairs. Look at the photos and the caption. Discuss the questions.

- 1 Where do you think Alessia is?
- 2 Compare the two photos. What is the same and what is different?
- 3 Look at the photo of Alessia aged four. What job do you think she wanted to do in the future? Why?

actor

doctor

farmer

firefighter

footballer

nurse

pilot

police officer

scientist

singer

teacher

vet

2 Which of these words can describe the jobs in Exercise 1? Are they positive or negative?

challenging

demanding

enjoyable

highly skilled

high-risk

rewarding

routine

secure

stressful

tiring

3  3.1 Listen to three people talking about their childhood ambitions. Make notes on what each person says about these things.

- the job each person wanted to do
- their current or planned job
- how each person describes the job they have now

4 Work in pairs. Ask and answer questions about your own ambitions using the ideas in Exercise 3.

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NEW The Unit goals section establishes the communication skills and real-world language that students develop in the unit.

Discussion and listening warm-up activities get students talking about the unit topic and introduce key vocabulary in context.

LESSONS A and B

Lesson A presents grammar and vocabulary through a short reading text and activates learning through speaking activities designed to help learners personalize the language.

Lesson B presents grammar and vocabulary through listening inputs from a rich variety of genres, before progressing to speaking activities designed to help learners personalize the language they have learned.

Updated reading texts featuring real and relatable stories introduce the target language in context.

3a word focus job and work • reading the future of work • grammar predictions • pronunciation sounding certain • speaking predictions

Are you future-ready?

Word focus job and work

- Look at the sentences. Which words are nouns and which one is a verb? Which noun is countable?
 - A lot of **jobs** are quite boring, but my **job** has lots of variety.
 - My sister **works** as a firefighter – it can be hard work.
- Complete the questions with the correct form of *job* or *work*. Then ask and answer the questions in pairs.
 - Do you _____ or study?
 - What is your dream _____?
 - Have you ever had a part-time _____?
 - Are any of your friends at _____ right now?
 - Are you going to start a new _____ soon?
 - Can you name three well-paid _____?
 - Who in your family _____ hard?
 - Do you go to _____ every day?

Reading

- Read the article and match the paragraphs (A–C) with three of these topics (1–4).
 - preparing for the kind of work we will do
 - jobs that people will always do
 - jobs that won't exist in the future
 - how work might change
- Find predictions for the future in the article about these things.
 - the type of work that today's children will do
 - office work
 - airline pilots
- Work in pairs. Discuss whether you agree with the predictions in the article. What else do you think will happen?

THE FUTURE OF WORK

Are you future-ready? The world of work is changing. The Institute for the Future, an independent research and educational organization, has predicted that 85% of the jobs that we will do in the future haven't even been invented yet. How should today's children prepare for jobs that don't currently exist?

A The days of the traditional 'job for life' have disappeared – we certainly won't have the same career for decades, as people used to. In addition, machines, robots and Artificial Intelligence (AI) will continue to replace humans in the workplace. Skilled work that involves data analysis or is repetitive or mechanical can be done more quickly and more efficiently that way. Advances in technology mean that many more of us will probably work from home. We might never go to an office again!

B The things that we're changing, too. A repetitive task that will be replaced by machines that add value will probably include literacy and a range of other skills.

C Of course, there are people. For example, vets won't be at risk. And, as we've seen, airline pilots will be very different.

repetitive (adj) /ri'petitiv/ repeating the same thing in the same way many times
automation (n) /'ɔ:tə'meɪʃən/ the use of machines to do tasks automatically, usually without people

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Clear examples of the grammar form and use are provided through a simple summary box and reinforced by related practice. A revised, visually supportive Grammar summary section at the back of the book offers flexible reinforcement for both teachers and students.

Grammar predictions

PREDICTIONS WITH WILL, MAY AND MIGHT

Robots will / won't / will certainly / definitely / certainly / definitely won't / may (not), might (not) / will probably / probably won't do these jobs.

For further information and practice, see page 160.

- Look at the grammar box. Underline the future forms (modal verb + infinitive) in the article.
- Look at the sentences you have underlined in the article. Which two predictions is the writer less confident about?
- Choose the best options to complete the text about robot caregivers.



The World Health Organization thinks that by 2050 there 'will / won't' be 2.1 billion people aged over 60 in the world. This means that we 'may / might' need six million more nurses to care for people. The increased use of robots in care homes 'will / won't' slow down in the future. Very soon, robot caregivers 'mightn't / will' be able to do things that human caregivers can't, such as display subtitles when they speak. One robot designer says that robots 'may / won't' replace human caregivers completely, but they 'may not / will probably' make it easier to improve the care we give the older generations.

3b vocabulary education • listening decisions • grammar future forms • wordbuilding prefix re- • speaking planning your time

What's the next step?

Vocabulary education

- What is your path in education? Look at these expressions and tell your partner what you have done or what you think you will do.

apply to college/university
 apply for/get a scholarship
 do a (training) course / an evening class
 do/get a degree
 enrol on a college/university
 enrol on a course
 get good/poor grades
 graduate
 retain
 take an exam
 work as an apprentice/intern

When I left school, I started working as an intern. Then I...
 I got good exam grades, so I think I'll enrol at my local college. Then I'll...
- Look at the photos and the captions. What education or training do you think they have had? What decisions might the women need to make about their future?
 They might think about moving to a new town to find work.

Listening

- Listen to three women featured on a podcast about International Women's Day. Tick the things the speakers talk about.

	Ha	Fernanda	Salia
courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
retirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a new business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a hometown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ending a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 3 Opportunities

Cross out the option which is not logical, as in the example, to complete the sentences.

- There's a new Hyundai factory near my town. They ~~may~~ / ~~will~~ / ~~won't~~ need more workers.
- My friend Pieter isn't very good at his job. He ~~might~~ / ~~mightn't~~ / ~~won't~~ get a promotion.
- My training course is quite hard. I think I ~~may~~ / ~~mightn't~~ / ~~will~~ ask for help.
- Moving to a new classroom is not important. It ~~probably won't~~ / ~~will~~ / ~~won't~~ affect our work.
- I've got a more demanding job now, so I ~~might~~ / ~~will~~ / ~~won't~~ need to work harder.
- Don't worry about your exam! You ~~may~~ / ~~might~~ / ~~won't~~ do better than you expect.

Pronunciation sounding certain

- Listen to the pairs of sentences. Does the speaker sound more certain in sentence A or B? Does their intonation rise or fall?
- Listen again and repeat the sentences. Copy the intonation.

Write predictions as in the example and give a reason. Use a form from the grammar box. Then compare your predictions with your partner. Do you agree?

- My English exam results / good (probably / definitely)
 My English exam results *will probably be good* because I've worked hard.
- Finding a job for life / not easy (certainly / probably)
 Unemployment / go down (definitely / might)
 AI technology / get better (definitely / probably)
 Climate change / get worse (definitely / may)
 The amount of free time we have / go up (certainly / might)

Speaking my life

- Work in groups. Which of these activities (1–6) will help you to become future-ready? How likely are you to do them in the next two years? Give reasons. Use future forms from the grammar box in your conversations. Add ideas of your own.
 - do a course in technology
 - learn another language
 - move to a new city
 - start my own content channel online
 - train for a (different) job
 - upload my details to a professional network

A: I might do a course in technology, because everything changes so quickly.
 B: I'll probably do that, too. But I definitely won't learn another language – I already speak three!

celebrating 30 years as a specialist cheesemaker in Bruges, Belgium

ceremony in Atlanta, US

Training for a first job in food preparation in Muscat, Oman

Listening activities present the grammar in context and now develop both top-down and bottom-up listening skills through carefully scaffolded tasks.

My life speaking tasks guide learners to use grammar and vocabulary in personalized contexts which reinforce the lesson goals and provide informal assessment opportunities.

Unit walkthrough

LESSON C

Lesson C explicitly develops reading comprehension and critical thinking skills by engaging students with rich topical input through a longer reading text.

3c

reading informal education • critical thinking understanding the writer's view • speaking education

Education for the future

Reading

1 How much do you know about these topics? Where do you think you learned the most about them? Discuss with your partner.

IT	science	the environment	world history
----	---------	-----------------	---------------

- at school/college
- on the internet
- from social media
- from friends/family

2 Read the article on page 39. Decide if you think the sentences are true (T), false (F) or the text doesn't say (DS).

- 1 Eyal Weintraub has worked mainly in the formal education system.
- 2 Eyal's interest in education grew out of his experience with working for the climate.
- 3 Eyal uses social media as a way of informing and educating people.
- 4 Eyal's podcast is not known outside Argentina.

3 Read the article again. Choose the correct option (a, b or c) to complete each sentence.

- 1 Eyal Weintraub started Youth for Climate, Argentina with
 - a Greta Thunberg.
 - b a friend.
 - c a social media organization.
- 2 Youth for Climate, Argentina
 - a grew surprisingly slowly.
 - b wasn't successful outside Buenos Aires.
 - c led to the whole country becoming more aware of climate problems.
- 3 *Alerta Celsius* (Celsius Alert) is a project that
 - a offers a university degree in climate issues.
 - b tries to improve the school system.
 - c promotes the use of technology to educate young people.
- 4 The podcast *Lo que haces cuenta* (What you do counts)
 - a helps people understand environmental issues.
 - b is designed for use in schools.
 - c is about saving the rainforests in Latin America.

4 Work in pairs. Discuss the questions.

- 1 The title of the article is *A better future?*. How is Eyal Weintraub trying to create a better future?
- 2 Do you think Eyal Weintraub is best described as a journalist, a political figure or an educator? Why?
- 3 The article summarizes an interview that Eyal Weintraub gave. Write four questions you would like to ask him.

Critical thinking understanding the writer's view

5 Writers can report events and activities in a positive, negative or neutral way. Read these extracts from the article. Which one is neutral? Which two express a positive view? Which words help you decide?

- 1 Eyal Weintraub is a young Argentinian with clear ideas about the opportunities his generation has to influence their future.
- 2 He decided to start *Jóvenes por el Clima Argentina* (Youth for Climate, Argentina) with his high school friend, Bruno Rodríguez.
- 3 Eyal's efforts to educate and involve people, especially people who are not in formal education, include a successful podcast.

6 Find another sentence in the article where the writer shows his view. Is the writer's overall opinion of Eyal Weintraub's actions positive, negative or neutral?

Speaking my life

7 Read the sentences about education. Find the words in bold in the article and check their meaning. Are any of the sentences true for you?


- 1 Education has had a big **impact** on my life because of what I've learned and who I've met.
- 2 Learning biology at school **inspired** me to do the job I have now.
- 3 **Digital tools** are essential in the way I learn things.
- 4 Studying history gave me a new **perspective** on what my grandparents experienced.
- 5 In my opinion, formal education is not as **effective** as informal education.
- 6 When I learned about climate change, I started **participating** in the Fridays for Future strikes.

8 Work in pairs. Explain your responses to Exercise 7 and ask follow-up questions.

9 Work in groups. Decide on the four most important reasons why education matters. Then compare with another group. If you have different things in your lists, discuss them and try to agree on only four.

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Unit 3 Opportunities



A better future?

Eyal Weintraub is a young Argentinian with clear ideas about the opportunities his generation has to influence their future. He uses social media and digital tools to educate people in Argentina and across Latin America about environmental issues and what actions they can take. Eyal explained his story on the podcast *Overheard at National Geographic*.

At the age of eighteen, Eyal Weintraub was inspired by the Fridays for Future Movement and Greta Thunberg's actions to educate young people in Argentina. He says, 'There was lots of interest in social media ... but there was no organization.' He decided to start *Jóvenes por el Clima Argentina* (Youth for Climate, Argentina) with his high school friend, Bruno Rodríguez. Eyal explains how only a few weeks after they began posting on social media, they suddenly had thousands of people participating all over the country – over 5,000 just in the city of Buenos Aires. And from that, everything kind of started growing in a snowball. This huge response was a surprise to Eyal. It showed him that there were a lot of people ready to take action and that social media was effective in educating them: 'I began to understand that individual actions, although necessary, were not enough.'

In fact, *Jóvenes por el Clima Argentina* had a tremendous impact in Argentina. The group was successful in helping Argentina recognize the importance of climate change, and the country was the first in Latin America to declare a national climate emergency. *Jóvenes por el Clima Argentina* had an important role in telling people about and supporting new environmental education laws.

As a student at university, Eyal was doing a degree in International Relations, but he continued with his work in climate education. Building on the success of *Jóvenes por el Clima Argentina*, he started a new project, *Alerta Celsius* (Celsius Alert) with the support of a grant from *National Geographic*. This is a 'Tech-Ed' project, using the latest digital tools to inform and educate people. The aim of *Alerta Celsius* is to strengthen the teaching of environmental issues across the education system.

Eyal explains: 'Our focus is to include a youth perspective ... to how environmental education is taught in schools and the formal and non-formal educational system.'

Eyal's efforts to educate and involve people, especially people who are not in formal education, include a successful podcast, *Lo que haces cuenta* (What you do counts). The podcast has reached hundreds of thousands of listeners across Latin America. Each episode is around fifteen minutes long and focuses on the different ways our actions can have an impact – from fashion to food to forests. His podcast is a perfect example of how digital technology can guide people through the overwhelming amount of information that exists on a subject, breaking it down into 'bite-sized' pieces that are easier to understand.

Eyal is a great example of an ordinary person who has found his own way to take action on an issue he cares about. He shows us the importance of deciding what matters to us and how we can work towards creating a better future.

my life

PREDICTIONS • PLANNING YOUR TIME • EDUCATION • REQUESTS • A SUPPORTING STATEMENT

39

18

LESSONS D and E

Lesson D simulates real-life contexts for students to practise using functional language related to the unit's communicative goals.

3d

vocabulary job requirements • **real life** making and responding to requests •
pronunciation weak and strong auxiliary verbs

Would you mind ... ?

Vocabulary job requirements

Assistant Researcher
NaturalHistoryNet TV

Full-time position + benefits.
Initial 12-month contract.

You will be responsible for:

- assisting the Research Coordinator on a variety of film projects.
- managing film production materials.
- dealing with queries related to projects.

You will have:

- a degree in a relevant subject.
- preferably 1–2 years' experience in film production.
- excellent database and research skills.

You will be:

- organized and independent.
- able to meet strict deadlines.
- good at working under pressure.

Apply on our website. Closing date 15 June.

5 3d Look at the expressions for making and responding to requests. Listen again and tick the expressions Rudi and Mark use.

MAKING AND RESPONDING TO REQUESTS

Making requests

Is it all right if I give you as my referee?
 Would it be OK to borrow your suit?
 Is it OK to take your car?
 Would it be all right if I used your phone?

Would you mind checking my application form?
 Do you mind helping me prepare for my interview?
 Could you give me a lift to the interview?
 Can you have a look at my application?
 Will you be able to do it today?

Responding to requests

Can I get back to you on that?
 I'm not sure about that.
 I'm sorry, I don't think I'll be able to.
 Of course (not).
 Sure, no problem.
 Yes, I will. Don't worry.

6 **Pronunciation** weak and strong auxiliary verbs

a 3d Listen and repeat the exchange. Notice how the auxiliary verb *will* is not stressed in the full question and is stressed in the response.

A: Will you be able to do it today?
 B: Yes, I will.

b 3d Match the questions (1–6) with the responses (a–f). Then listen and check. Work in pairs. Practise saying the exchanges.

1 Are you going to apply for the job?
 2 Will he help you with your application?
 3 Are they still advertising that job?
 4 Does she meet our requirements?
 5 Will it be an all-day interview?
 6 Is it OK to phone you at work?

a I don't think she does.
 b I think it might.
 c No, they aren't.
 d Of course he will.
 e Yes, I think I will.
 f Yes, of course it is.

7 Work in pairs. You are going to act out short conversations in different situations. Turn to page 153.

1 Read the job advert and find the following.

- duties
- deadline for applications
- skills and qualifications required
- personal qualities required

2 Which of these qualities would be useful for the job in the advert?

conscientious
creative
energetic
hard-working
methodical
self-confident

3 Work in pairs. Discuss these questions.

- Choose three jobs you know well. What are the most important requirements? Why?
- Would you like to do the job in the advert? Why? / Why not?

Real life making and responding to requests

4 3d Listen to two friends, Rudi and Mark, discussing the position in the advert. Answer the questions.

- Does Mark meet all the requirements?
- Has he completed the online application?
- What will he need for the interview?

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my life • PREDICTIONS • PLANNING YOUR TIME • EDUCATION • REQUESTS • A SUPPORTING STATEMENT

The Real life sections give students the language they need for the real world.

Lessons D and E have been aligned with speaking activities (D) and written texts (E) that students are required to produce in external exams like Cambridge and IELTS.

Lesson E provides targeted writing skill development through a genre-based process writing approach.

Each Lesson E focuses on one text type, reflecting the expectations of international exams.

3e

writing a supporting statement • **writing skill** using a formal style

Unit 3 Opportunities

An online application

Writing a supporting statement

1 Work in pairs. Which of these things do people do when they apply for a job in your country? What other things can people do?

- fill in an online application form
- make a phone call
- send a CV
- use a personal contact
- send an email with a covering letter

2 Online forms usually ask you to write a supporting statement in addition to your personal and professional details. What kind of information (1–5) would you include?

- hobbies and interests
- relevant experience
- why you want the job
- your skills
- your work history

3 Read the supporting statement from an online job application. Find the following information.

- closing sentence
- education
- relevant experience
- personal qualities
- skills

4 **Writing skill** using a formal style

a A supporting statement uses a formal style. Underline examples of these features of a formal style (1–3) in the statement.

- concise sentences
- formal alternatives to spoken language
- full forms, not contractions

b Rewrite the sentences in a more formal style.

- I'm leaving uni soon.
- I think I'll get a good degree.
- My IT skills are really good and I know how to use all kinds of software, actually.
- I think I'm quite good at working hard.
- I've done a lot of this kind of work before.
- I'd love to get the job you're advertising.

5 Write a supporting statement to go with an application for a job you would like. Include the information from Exercise 3.

6 Exchange statements with your partner. Use these questions to check your partner's statement.

- Is the information well organized?
- Is the style appropriate?
- Does the person sound like a good candidate?

7 On the basis of the statement your partner has written, would you give your partner an interview? Explain your reasons.

I am currently completing a university degree in Digital Media in Kyoto. I will graduate this month and I expect to gain excellent results.

I have experience in film production and post-production as I have worked part-time in my university television station for the last year. In addition, I am a member of a local history association, researching and organizing amateur films made over the past 50 years. We have run several successful public film events.

I have strong IT skills, and I use video-editing software and office packages regularly. I also have experience using graphic design tools, databases and spreadsheets.

I consider myself to be hard-working and organized in my work. As part of my job with the university television station, I was responsible for planning schedules and programme archiving. My involvement with the local history association requires me to be both methodical and motivated.

I am looking for a post where I can apply the skills I have learned as part of my degree and also build on my experience in film research and local history.

40

my life • PREDICTIONS • PLANNING YOUR TIME • EDUCATION • REQUESTS • A SUPPORTING STATEMENT



A clear instructional design leads students through a consistent sequence of a writing model, a writing skill, a productive task, and then guided peer review and correction.

Unit walkthrough

LESSON F

Lesson F extends critical thinking skills by developing visual literacy skills and promoting active global citizenship through Sustainable life lessons.

Eight lessons with a visual literacy focus per level draw on rich video content and visual information presented in a variety of different formats to develop students' ability to critically interpret and analyze visual content and express their thinking in English.

2f video human towers • visual literacy understanding diagrams • speaking informing people about an event

Human towers



Competitions to build **castells**, or human towers, take place in towns all over Catalonia, Spain.

Video

- 1 Look at the photo and read the caption. Discuss the questions.
 - 1 What do you think it feels like to be part of this 'human tower'?
 - 2 How do you think people in the audience describe the competitions?
- 2 **2:31** Watch the video about human towers. Compare your ideas from Exercise 1 with what you see and hear.

3 2:31 Watch the video again. Make notes on what the man says about these things. Then discuss why they should people join in this activity.

a beating heart a team kids families

4 2:32 Work in pairs. Watch part of the video again without the sound. Imagine you are reporting on the live event. Use some of these verbs to narrate the events as they happen.

climb come down crash move reach slip

She's climbing carefully ... she's reached the top and ...

Unit 2 Performing

Visual literacy understanding diagrams

The secrets of a record-breaking tower: the first '4 x 10' tower in history



Diagram 1



Diagram 2

Two types of people: slim with long arms, and *

- 5 Diagrams can show complicated information in a clearer and simpler form. Use Diagram 1 to complete the text. Compare your answers with your partner.

At the bottom of the tower, 1 _____ people push towards the centre. They hold up the tower. If people fall, they fall on this base. The 2 _____ of the whole tower on this base is 3 _____ kilograms.
- 6 Work in pairs. Read these sentences. Are they true for Diagrams 1 and 2?
 - 1 Diagrams use symbols to represent real-world objects or people.
 - 2 Diagrams only focus on the key information and don't show the whole situation.
 - 3 Diagrams can show things that are invisible or not easy to see in photos.
 - 4 Diagrams make it easier to see the relationship and interactions between different things.
 - 5 Understanding a diagram helps you to explain a process in words.
- 7 Read the text and complete Diagram 2. Compare your answers with your partner.

In the base of the tower, each person has their own position. At the centre are people who are very strong and not too tall. To share the weight of the tower, there are ten to twelve circles of people around the centre. There are no spaces between them as they stand shoulder to shoulder and push to the centre.
- 8 Work in pairs. Use the information from Diagrams 1 and 2 and the video. What are the five key points you would focus on to explain the human towers to someone?


Speaking

- 9 Work in pairs. A podcast you listen to has a feature where people send in short voice messages of 30-60 seconds to recommend local events. Plan a message to do one of these things. It should include information about the event and why people should see it.
 - advertise or promote an event that will happen soon
 - recommend an event in your area that you enjoyed
- 10 Record your message. Then work in groups and listen to each other's messages. Decide which event you want to see.

Four Sustainable life lessons per level guide students to develop problem-solving and collaborative skills through engaging video content and a project-based task designed to help students become active citizens in their own communities.

3f video quality education • speaking a quality education • project proposal for a dynamic classroom

Quality education



A teacher gives information about local wildlife on a school field trip in England.

Video

- 1 Work in pairs. Compare your primary school memories. Discuss the questions and give reasons.
 - 1 What was your favourite subject?
 - 2 What was the best part of each school day?
 - 3 Who was your favourite teacher?
 - 4 What is your best memory of that time?
- 2 Work in pairs. Compare how your school education influenced you. Think about the benefits it has given you. Discuss these things.
 - friendships and other relationships
 - choices in later education
 - interests outside of school
 - jobs and career
- 3 **2:31** Watch Video 1, about the benefits of education. Complete the notes.
 - 1 Education means you can provide _____ of your _____ and others and be a _____ of your community.
 - 2 Global literacy has risen to _____ since 1980.
 - 3 Costa Rica raised its literacy to _____ by raising spending on education.
- 4 **2:32** Watch Video 2 about Maritza Morales Casanova's classroom. Make notes to complete the sentences.
 - 1 What are Maritza's aims? She aims to train ...
 - 2 How does she do this? She has created a place to ... The games help children understand ... They get accreditation as ...
 - 3 What qualifications do the children get?
- 5 **2:33** Watch Video 2 again. Imagine you are a child in Maritza's class. Then explain what it is like to have Maritza as a teacher.

Speaking **my life**

- 6 Work in groups. Maritza Morales Casanova describes her classroom as a 'theme park'. How is her classroom similar to and different from a traditional classroom?
- 7 In your groups, discuss how the points you have discussed contribute to a quality education. What are the benefits of different methods for students?

SUSTAINABLE LIFE

Project

Project brief

Proposal for a dynamic classroom

You are going to research ideas to make the learning experience more dynamic, memorable and fun for a specific group of students. You will then present your proposal to the class.

- 8 **Research** Work in groups. Follow these steps.
 - Choose the age of the students and a school subject area to work on, e.g. science, history, geography, language and literature, etc.
 - Discuss the way this subject is usually taught, in your experience.
 - Brainstorm ideas for making this subject more memorable, more fun and a better learning experience for students. For example,
 - history: visit a museum
 - literature: invite an actor to speak
 - language: a cinema trip to watch a movie
 - Search online for some examples of your ideas in action.
- 9 **Planning** Using ideas from your research, plan your proposal. Decide which information to include and whether you want to include photos or images. Organize your proposal in three sections.
 - 1 information about the student group and school subject
 - 2 your idea for a dynamic classroom
 - 3 the benefits for the student group
- 10 **Presentation** Prepare your presentation using some of the expressions below. Then present your proposal to the class.

Introducing your proposal

Today we're going to look at ...

We chose this because ...

In our experience, ...

Explaining how your idea works

Our proposal is to ...

The resources we will need are ...

We will develop partnerships with ...

Describing the benefits of your dynamic classroom

Our initiative will lead to ...

This approach will certainly ...

The results will be ...
- 11 **Feedback** After the presentations, discuss which proposals showed ideas that:
 - are the most practical,
 - are the most interesting,
 - the most educational value.

REVIEW LESSON

Each unit closes with a review which provides students with consolidation activities and an opportunity to reflect on what they have learned.

UNIT 3

REVIEW AND MEMORY BOOSTER

Grammar



1 Complete each comment from student chefs with one word or contraction.

- I'm sure nobody be able to eat this!
- I'm to change jobs soon.
- I' have a nap on my next break.
- This definitely impress the diners.
- I'm going be the best chef in the country one day.
- My parents be so proud of me.
- This may turn out as I expected.
- Wow, my hat catch fire here!
- My friends believe me when I tell them about my day.
- I'm a take-away for dinner tonight.

2 >> MB Decide if the comments in Exercise 1 are predictions (PR), plans (PL), arrangements (A) or decisions made at the moment of speaking (D). Sometimes, there is more than one possible answer.

4 Match the verbs (1–5) with the nouns (a–e) to make expressions about education.

1 apply	a a degree
2 enrol	b an exam
3 get	c on a course
4 take	d as an intern
5 work	e to college

Real life

5 Match the beginnings of the sentences (1–4) with the endings (a–d). Then write two responses to each request. Give a reason if the response is negative.

1 Could you	a borrow your phone?
2 Is it all right if I	b help me with this application?
3 Would you mind	c lending me some money?
4 Would it be all right if I	d took off my jacket?

Real world

6 Can you complete the sentences without looking through the unit?

- Being a is a high-risk career.
- The Institute for the Future says that % of future jobs don't exist yet.
- The students in Muscat, Oman, are learning about
- An apprentice learns while they
- 'What you do counts' is a podcast about issues by Eyal Weintraub.
- Jóvenes por el Clima* had a big impact in

Vocabulary

3 >> MB Make a note of the qualities and qualifications you need for these jobs. Then decide which job you would choose to do and write three adjectives that describe it.

A



B



C



D



I CAN	
make predictions about the future	<input type="checkbox"/>
talk about jobs and work	<input type="checkbox"/>
use future forms	<input type="checkbox"/>
understand auxiliary verbs in fast speech	<input type="checkbox"/>
discuss stages in education	<input type="checkbox"/>
read about a young educator and understand a writer's view	<input type="checkbox"/>
make and respond to requests	<input type="checkbox"/>
write a supporting statement for a job application using a formal style	<input type="checkbox"/>
understand a video about education and write a proposal for a dynamic classroom	<input type="checkbox"/>

44

NEW The Real world activity gets students to check what they've learnt in the unit in terms of real-world content.

Learning outcomes at the end of the lesson are linked closely to the unit goals.

Memory booster activities ask students to make a written record of something, for example, a written text or a graphic organizer (like a mind map or a Venn diagram).

IN THIS UNIT

Unit theme This unit is about things that shape and express a person's identity: culture and family, personality, clothes, interests, etc.

Vocabulary

- **1b** ideas and feelings: *anger, danger, death, happiness, health, illness, knowledge, luck, peace, success*

Wordbuilding

- **1c** adjective + noun collocations: *traditional culture, a good thing, virtual world, digital communication, older generations*

Word focus

- **1a** expressions with *love*

Grammar

- **1a** present simple and present continuous; stative verbs

- **1b** question forms: subject / object questions, indirect questions, tag questions

Reading

- **1a** an article about cultural identity
- **1c** an article about Generation Z

Listening

- **1b** a podcast about colours in different cultures
- **1f** a talk about a favourite photo

Speaking

- **1a** my identity
- **1b** my life in colours
- **1c** my generation's habits
- **1d** introducing yourself
- **1f** planning a set of photos

Critical thinking

- **1c** supporting examples

Real life

- **1d** opening and closing conversations

Pronunciation

- **1b** *wh-* questions
- **1d** short questions

Writing

- **1e** a profile of an organization

Writing skill

- **1e** using criteria for writing

Visual literacy

- **1f** understanding a photographer's message

Video

- **1f** *Faces of India*

- **Lead-in** Books closed. Write the unit title on the board and ask: *How is your culture connected to your identity? Can you think of any examples?* Give an example from your own life, for example, a group you are in, your relationship to your nationality, etc.

- Explain that this unit will help students talk about themselves and who they are. Then go through the unit goals.

1

- Have students look at the photo and caption and discuss the questions in pairs.
- Elicit ideas from the class in feedback (see discussion questions in **Teacher development** and **Visual literacy**).

Answers

Suggested answers

- 1 The girls are skating in the countryside and are wearing clothes not normally associated with the skater community.
- 2 Perhaps it is unusual for girls to skate, depending on the country.

They are wearing traditional clothes (although their shoes look like modern skater fashion) and unusual hats.

- 3 A group of Latin American female skaters who skate their own way, with their own style!

Background information

The all-women group ImillaSkate was created in 2019. They wear the traditional *polleras* dress, which consists of a shirt and a long skirt with colourful decorations. They adopted the *polleras* as a way of recognizing and celebrating their roots. They compete in tournaments with the costume to empower women and promote inclusion and acceptance of diversity.

Teacher development

Classroom tips: National Geographic visuals

- Every National Geographic photo tells a story and engages students with a topic. You can use the visuals to generate classroom discussion, set context, teach key vocabulary and as a tool to help students recall language. Here are some ideas for ways you can do this with the photo on page 9 of the Student's Book:
- Have students brainstorm words connected with a photo, for example, *skateboarding, traditional costume*.

- Have students give their personal response to a photo, for example, *What would you like to ask the skaters? Do you think ImillaSkate's message is clear and positive? Why? / Why not?*
- Have students predict what they are going to read about or listen to from a photo.

Visual literacy

- As students discuss the meanings of the Unit opener photo, introduce them to the idea of images having meanings. You could tell students that they will focus on this in Lesson 1f. At this point, ask students to discuss some or all of these questions in pairs, small groups or in class: *What do you think the photographer is saying with this photo? Does the caption help you understand the photo better? How? Why do you think this photo was chosen for this unit? Does your culture and background affect how you interpret the photo?*
- During students' discussions, encourage them to reflect on their attitudes to fashion, the skating community, women in sport and how these factors affect their interpretation of the photo.

2 1.1

- Students read and think about the things they will make notes on. Play the audio.

UNIT 1 Culture and identity



Members of the skateboarding group ImillaSkate practise in their hometown of Cochabamba, Bolivia.

UNIT GOALS

- 1a • use the present simple and present continuous
- use *love* in different expressions
- 1b • use a range of question forms
- use your knowledge of a topic to help you listen
- learn nouns related to ideas and feelings
- 1c • read about different generations, finding examples that support statements
- 1d • open and close conversations
- 1e • write a profile of an organization using appropriate criteria
- 1f • watch a video about a photographer and identify a photographer's message

- 1 Work in pairs. Look at the photo and the caption. Discuss the questions.
 - 1 What do you think is unusual about this photo?
 - 2 How are the skaters different from your idea of typical skateboarders?
 - 3 The skater group in the photo is on social media. What do you think its profile says? **Students' own answers.**
- 2 **1.1** Listen to the story behind the photo. Make notes on these things.
 - 1 the two traditional items of clothing the skaters wear
 - 2 the two aims of ImillaSkate
 - 3 the two occasions when they wear traditional dress
- 3 Compare your answers with your partner. Then discuss why the skaters choose to wear traditional clothes. **Students' own answers.**
- 4 Work in groups and discuss the questions.
 - 1 Do you have a 'style' of your own in the way you dress? If so, what are the key things that identify your style?
 - 2 Do you belong to any groups or clubs? Do they have an identity or culture?
 - 3 Do you take part in any activities that are traditional in your culture or come from other cultures?

I support my hometown's football team. I often wear their colours, red and white. **Students' own answers.**

9

Sustainable life

Have students consider what kind of impact and how much of an impact traditions and things that have happened in the past have on communities in the present. Ask students: *What do people in your community do because the community has done these activities for a long time? What links do you see in your community between things that people did before now and things that people do today?* Have students think of at least three examples of these connections between our past and our present. Allow them to go online to research local traditions and their contributions to life today, if this is possible.

4

- Have students discuss the questions in groups. Use the example given to indicate the type of thing they can include.
- Monitor students' discussions, making notes of interesting use of English and errors, which you can write on the board during the feedback session to get students self-correcting. In feedback, also elicit factors that influence students' identity, for example, school, work, social media, social groups and clubs, fashion, traditional activities, etc.

Answers

Students' own answers.

spark You can find additional discussion questions in the Classroom Presentation Tool in Spark.

- Have students compare answers in pairs before checking with the class. Check students' understanding of *roots* (= family and cultural origins).

Answers

- 1 traditional hats and *pollera* skirts
- 2 to make skateboarding more popular and to help young Bolivians learn about their roots.
- 3 at special events and exhibitions

3

- Students compare their notes from Exercise 2 in pairs and discuss the question about clothes.

- Ask students if they are able to share photos showing their style or the groups and clubs they belong to and/or the activities they do.
- In whole-class feedback, have students share their ideas (see **Background information**).
- **Exam tip** This task provides exam practice for IELTS, Speaking Part 1, Cambridge B2 First, Speaking Part 1, Interview and Part 4, Discussion.

Answers

Students' own answers.

AT A GLANCE

- **reading** an article about cultural identity
- **grammar** present simple and present continuous, stative verbs
- **word focus** expressions with *love*
- **speaking** my identity

• **Lead-in** Books closed. Write the word *identity* on the board. Check students' understanding of the concept of identity. Brainstorm different types of identity that people can have and write them on the board in a mind map. If students struggle to think of types of identity, suggest that they start by thinking of things like the places that people come from and the things that they do.

Reading

1

- Ask students to describe themselves using only six words. Encourage students to celebrate what is unique about themselves while they are doing this.
- Make a point of showing students that you are setting a time limit of sixty seconds for this. Invite volunteers to read their texts aloud to the class and elicit comments on and comparisons between students' texts.

Answers

Students' own answers.

2  1.2

- Have students read the questions first and then the article. Allocate three minutes for reading to focus students' attention on the task. Then allow them to compare their answers in pairs before eliciting answers from the class.
- **Optional step** The reading text is recorded so you could play the audio and ask students to read and listen to the text at the same time (see **Teacher development**).

1a

reading cultural identity • grammar present simple and present continuous • grammar stative verbs • word focus love • speaking my identity

Where are you from?

Reading

- 1 Describe yourself in six words. You have one minute. **Students' own answers.**
- 2 Read the article and answer the questions.
 - 1 What does the project ask people about?
 - 2 How do people take part?
 - 3 How successful do you think the project is?
- 3 Match one of the six-word thoughts (a–e) with the rest of the story (1–3).

a White mother, Black daughter. Love wins.	c I am not a single story.
b My skin is not my culture.	d We all look the same inside.
e Wow! You don't have any kids?	

- 1 I am told that it is surprising that at my age, gender and Hispanic culture, I do not have any children yet. [...] I am 27 years old, and I am working on getting my master's degree. **e**
- 2 I am adopted [...] I have an African father and a white mother, but my birth parents do not define me; my family does. **b**
- 3 Everyone has their own story and everyone [...] deserves to show theirs! **c**

10

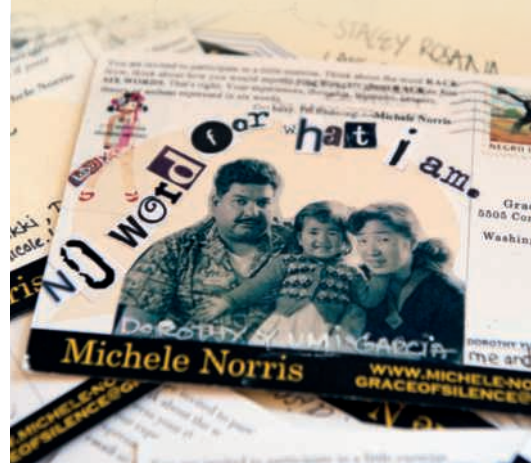
 1.2

The Race Card Project

The author Michele Norris writes about race in the US. Several years ago, she had an idea. She printed postcards with the following message on them, 'Race. Your thoughts. 6 words. Please send.'

- 5 When she was on a book tour some years ago, she gave the postcards out to people. She wanted people to write back to her and describe themselves. Now, the project uses a website instead of postcards to collect people's thoughts and it includes the question 'Have you anything else to say?'

There are over half a million replies and people are sending more and more each year. They make people think. The messages are funny, angry, hopeful and sometimes uncomfortable to read. They show that a person's feelings about race and identity can change over time.



race (n) /reis/ a group of people with the same skin colour, eye shape, etc.
gender (n) /dʒen.də/ male, female, etc.
adopted (adj) /ə'dɒptɪd/ when another family takes care of a child

Answers

- 1 people's ideas about race and descriptions of themselves
- 2 by writing to a website (previously by returning postcards she gave out)
- 3 very successful – over half a million people have taken part

Vocabulary notes

birth parents / biological parents = the woman who gave birth to a child and the man who helped to conceive a child
adoptive parents = the people who bring up an adopted child

Visual literacy

Ask students to look at the six-word stories and the article again and notice the fonts (or style of writing) that are used. Ask students to consider the effect of the font choice on how they perceive the stories. Similarly, ask students to consider the effect of the font used in the article on the reader and how this font complements the accompanying photo.

Teacher development

Classroom tips: simultaneously reading and listening to a text

Whether you choose to ask students to read *The Race Card Project* text with or without the audio is your decision. Playing the audio when students read means that everybody reads at the same pace and

Grammar present simple and present continuous

PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

- 1 We **all look** the same inside.
- 2 Michele Norris **writes** about race in the US.

Present continuous

- 3 I **am working** on getting my master's degree.
- 4 People **are sending** more and more each year.

For further information and practice, see page 156.

- 4 Look at the grammar box. Match the sentences (1–4) with their uses (a–d).

- a describing changing situations and trends **4**
- b describing things that are permanent or generally true **1**
- c describing routines, habits and regular behaviour **2**
- d describing things that are temporary or in progress at or around the time of speaking **3**

- 5 Choose the correct options. Explain your choice with a partner.

- 1 a **I look** / **I'm looking** a lot like my brother.
b I **look** / **I'm looking** for my phone. I can't find it.
- 2 a My sister **eats** / **is eating** a bowl of home-made pasta.
b My family **eats** / **is eating** together once a week.
- 3 a **I wear** / **I'm wearing** a baseball cap most days.
b I **wear** / **I'm wearing** my favourite shirt today.
- 4 a **He loves** / **He's loving** his course right now.
b **He loves** / **He's loving** any kind of sport.

- 6 Complete the pairs of sentences with the present simple or present continuous form of the verbs.

- 1 a I **have** (have) lots of brothers and sisters.
b I **'m having** (have) a fantastic day today.
- 2 a He **works** (work) in his family business.
b He **is working** (work) more and more each month.
- 3 a They **are coming** (come) from Milan for the wedding.
b They **come** (come) from Milan originally.
- 4 a I **don't enjoy** (not / enjoy) horror movies.
b I **'m not enjoying** (not / enjoy) this film at all!

STATIVE VERBS

We **want** to understand.
We **'re wanting** to understand.
I **don't believe** it, I'm afraid.
I **'m not believing** it, I'm afraid.

For further information and practice, see page 156.

- 7 Look at the grammar box. Which form do we usually use for stative verbs? **the simple form**

- 8 Complete the sentences so they are true for you. Then compare with a partner and ask follow-up questions.

- 1 I know quite a lot about ...
- 2 Unfortunately, I don't really understand ...
- 3 Football is OK, but I prefer ...
- 4 Of all the things I own, my favourite ...
- 5 I really love ...
- 6 I belong to ...

A: **I know quite a lot about my family history.**

B: **Really? What do you know?**

A: **Well, my mother's parents are from Thailand and ...** **Students' own answers.**

Word focus love

- 9 Work in pairs. Look at this example from Exercise 3. Is **love** a noun or a verb?

White mother, Black daughter. Love wins.

a noun

- 10 Practise two-line exchanges using these sentences.

- 1 I'd love to! Thanks.
- 2 I'm loving it!
- 3 It's a love-hate relationship.
- 4 It was love at first sight.
- 5 Please give them my love.
- 6 I absolutely love doing that.

A: **Do you want to get some food after class?**

B: **I'd love to! Thanks.** **Students' own answers.**

Speaking my life

- 11 What is important to your personal identity? Work in groups and discuss which of these influences is the most important in your life. Give reasons. **Students' own answers.**

- your cultural background
- your family and/or your community
- your job or your interests and hobbies
- your personality and/or your character

- 12 Write about one of the people in your group. Write a sentence that summarizes the person's identity. Share your sentences. Do you recognize yourself in what your partner wrote? **Students' own answers.**

Sustainable life

Read story 1 aloud. Ask students why they think that people might base their expectations about other people on where they are from or their gender. Ask them if they know what a stereotype is (general beliefs that people may have about certain groups). Ask: *Do you think some stereotypes are based on real inequalities in society? How do projects like this that teach us about people's lived experiences help us to understand inequalities in society?*

Grammar present simple and present continuous

- 4
- Put students into pairs to match the sentences with their uses. Elicit answers from different students and write the uses on the board next to each tense: *present simple = permanent or generally true, etc.* Keep these on the board to refer to as students practise the rules.
 - Refer students to the Grammar summary on page 156 of the Student's Book for further information and practice.

Answers

See answers on Student's Book page.

5

- Students choose the correct option in each pair of sentences. They can do this individually on paper or take turns doing it verbally in pairs. In feedback, students explain their choice for each sentence.

Answers

See answers on Student's Book page.

6

- Have students complete the sentences individually before comparing answers in pairs (see **Grammar notes**).
- Monitor students carefully to ensure they are forming the structures correctly. While you are doing this, pay special attention to the use of third person -s and the contractions

it encourages students to read quickly and naturally. It also builds students' confidence with reading because it signals that students should read through a text naturally the first time they read it, and that they should not worry about unknown words. Moreover, it enables students to hear the pronunciation of any unfamiliar words, for example, *postcards, race, uncomfortable*.

3

- Put students into pairs. Point to the six-word stories (1–3). Tell students to discuss and decide which thoughts go with each story. Elicit answers and discuss differences of opinion.

- **Exam tip** This task provides exam practice for IELTS, Reading Task type 5, Matching headings.

Answers

Suggested answers

- 1 e
- 2 b
- 3 c

Extra activity

Have students repeat the activity of describing themselves in six words in one minute. Then ask them to reflect on any differences between the words they chose the first time they did this activity in Exercise 1 and the words they chose this time after reading the article. Ask students to discuss in pairs how these words draw attention to the inequalities in the world and what we can do to reduce those inequalities.

Where are you from?

Reading

- Describe yourself in six words. You have one minute. **Students' own answers.**
- Read the article and answer the questions.
 - What does the project ask people about?
 - How do people take part?
 - How successful do you think the project is?
- Match one of the six-word thoughts (a–e) with the rest of the story (1–3).

a White mother, Black daughter. Love wins.

b My skin is not my culture.

c I am not a single story.

d We all look the same inside.

e Wow! You don't have any kids?

1 I am told that it is surprising that at my age, gender and Hispanic culture, I do not have any children yet. [...] I am 27 years old, and I am working on getting my master's degree.

2 I am adopted [...] I have an African father and a white mother, but my birth parents do not define me; my family does.

3 Everyone has their own story and everyone [...] deserves to show theirs!

4012

The Race Card Project

The author Michele Norris writes about race in the US. Several years ago, she had an idea. She printed postcards with the following message on them, 'Race. Your thoughts. 6 words. Please send.'

- When she was on a book tour some years ago, she gave the postcards out to people. She wanted people to write back to her and describe themselves. Now, the project uses a website instead of postcards to collect people's thoughts and it includes the question 'Have you anything else to say?'

There are over half a million replies and people are sending more and more each year. They make people think. The messages are funny, angry, hopeful and sometimes uncomfortable to read. They show that a person's feelings about race and identity can change over time.



race (n) /reɪ/ a group of people with the same skin colour, eye shape, etc.
gender (n) /dʒen.dər/ male, female, etc.
adopted (adj) /ə'dɒptɪd/ when another family takes care of a child

Grammar present simple and present continuous

PRESENT SIMPLE and PRESENT CONTINUOUS

- Present simple**
- We all **look** the same inside.
 - Michele Norris **writes** about race in the US.
- Present continuous**
- I **am working** on getting my master's degree.
 - People **are sending** more and more each year.

For further information and practice, see page 156.

- Look at the grammar box. Match the sentences (1–4) with their uses (a–d).

- | | | |
|---|---|---|
| a | describing changing situations and trends | 4 |
| b | describing things that are permanent or generally true | 1 |
| c | describing routines, habits and regular behaviour | 2 |
| d | describing things that are temporary or in progress at or around the time of speaking | 3 |

- Choose the correct options. Explain your choice with a partner.

- a I **look** / **I'm looking** a lot like my brother.

b I **look** / **I'm looking** for my phone. I can't find it.
- a My sister **eats** / **is eating** a bowl of home-made pasta.

b My family **eats** / **is eating** together once a week.
- a I **wear** / **I'm wearing** a baseball cap most days.

b I **wear** / **I'm wearing** my favourite shirt today.
- a He **loves** / **He's loving** his course right now.

b He **loves** / **He's loving** any kind of sport.

- Complete the pairs of sentences with the present simple or present continuous form of the verbs.

- a I **have** (have) lots of brothers and sisters.

b I **'m having** (have) a fantastic day today.
- a He **works** (work) in his family business.

b He **is working** (work) more and more each month.
- a They **are coming** (come) from Milan for the wedding.

b They **come** (come) from Milan originally.
- a I **don't enjoy** (not / enjoy) horror movies.

b I **'m not enjoying** (not / enjoy) this film at all!

STATIVE VERBS

We **want** to understand.
We **'re wanting** to understand.
I **don't believe** it, I'm afraid.
I **'m not believing** it, I'm afraid.

For further information and practice, see page 156.

- Look at the grammar box. Which form do we usually use for stative verbs?
the simple form

- Complete the sentences so they are true for you. Then compare with a partner and ask follow-up questions.

- I know quite a lot about ...
- Unfortunately, I don't really understand ...
- Football is OK, but I prefer ...
- Of all the things I own, my favourite ...
- I really love ...
- I belong to ...

A: I know quite a lot about my family history.

B: Really? What do you know?

A: Well, my mother's parents are from Thailand and ...

Students' own answers.

Word focus love

- Work in pairs. Look at this example from Exercise 3. Is *love* a noun or a verb?

White mother, Black daughter. Love wins.

a noun

- Practise two-line exchanges using these sentences.

- I'd love to! Thanks.
- I'm loving it!
- It's a love-hate relationship.
- It was love at first sight.
- Please give them my love.
- I absolutely love doing that.

A: Do you want to get some food after class?

B: I'd love to! Thanks.

Students' own answers.

Speaking my life

- What is important to your personal identity? Work in groups and discuss which of these influences is the most important in your life. Give reasons.

- your cultural background
- your family and/or your community
- your job or your interests and hobbies
- your personality and/or your character

- Write about one of the people in your group. Write a sentence that summarizes the person's identity. Share your sentences. Do you recognize yourself in what your partner wrote?

Students' own answers.

I'm and *they're*. Check answers with the class and check students' pronunciation of *they're* (see **Pronunciation notes**).

Answers

See answers on large Student's Book page.

Pronunciation notes

In everyday spoken English, the form of *be* in the present continuous is usually contracted (or shortened), for example, *I'm*, *you're*, *we're*, etc. Encourage students to use these contractions when they're speaking by modelling and drilling their pronunciation individually and in class. Point out that *they're*, *their* and *there* are pronounced the same.

7

- Students read the grammar box and nominate a student to answer the question.

Answer

See answers on large Student's Book page.

GRAMMAR NOTES

Stative verbs are verbs that are usually used in the simple form because they describe a state rather than an action. However, many verbs that are often considered stative verbs can be used as a stative or dynamic verb, depending on the speaker's intention: Are they expressing a permanent or temporary situation? In Exercise 6, for example, *have* and *enjoy* were used both ways.

Ask students to suggest other stative verbs they know, then challenge them to think of sentences that use each verb dynamically. Encourage students to discuss the differences in meaning between their sentences.

8

- Students work individually to complete the sentences. Then, in pairs, have them read each other their sentences, and ask follow-up questions to find out more. For feedback, ask students to share something interesting about their partners with the class.

- Note that the verbs *know*, *understand*, *prefer*, *own*, *love*, *belong* are nearly always stative; however, the verb *love* is frequently used dynamically, for example, *I'm loving it!* (We can see this in Exercise 10.)

Answers

Students' own answers.

Word focus love

9

- Write the six-word story title on the board. Elicit that *love* here is a noun (the verb is *wins*). Explain that students are going to study some different expressions with the word *love*.

- Optional step** Students brainstorm other words that can be both verbs and nouns.

Answer

See answers on large Student's Book page.

10

- Put students into pairs to write six mini-dialogues using each of the expressions. Use the example dialogue to clarify the task. You could write the key expressions on the board first and teach them (see **Vocabulary notes**).
- Optional step** Ask two students to play the roles of Speakers A and B and encourage them to act out the mini-dialogue with feeling. Then, in feedback, invite pairs to perform their dialogues for the class. If time permits, brainstorm other expressions with *love* and write them on the board (see **Vocabulary notes** for ideas) and ask students to create mini-dialogues for these, too.
- Exam tip** Exercises 10 and 11 provide exam practice for Cambridge B2 First, Speaking Part 1, Interview and Part 4, Discussion.

Answers

Suggested answers

- 1 A: Do you want to come for something to eat after class?
B: I'd love to! Thanks.
- 2 A: What do you think of the latest series of *The Tunnel*?
B: I'm loving it! You?
- 3 A: Do you get on with your guitar teacher?
B: It's a love-hate relationship. It's complicated.
- 4 A: So? What's your new dog like?
B: It was love at first sight.
- 5 A: Please give them my love.
B: I will. They'll be happy to hear from you.
- 6 A: It's great walking in the rain!
B: I absolutely love doing that!

Vocabulary notes

I'd (would) love to (+ infinitive) = 'I really want to.' In this context, it's used as a polite and enthusiastic way to accept an invitation for a specific occasion.

I (absolutely) love (+ -ing) = 'I really enjoy (the activity)'; and refers to a general preference for doing something

a love-hate relationship = strong feelings about someone or something that are a mixture of love and hate

love at first sight = an immediate feeling of love towards someone or something

give (or send) someone your love = express your good feelings to someone else, e.g. *Give her my love when you see her.*

be in love = love someone romantically

fall in love = start to love someone romantically

Speaking my life

11

- Briefly tell the class about the influences that are important in your life to model the activity (see **Teacher development**). When they are thinking about the important influences, suggest that students compare ideas for cultural background and community because it is likely that they have elements in common.
- Give students about three minutes to make notes and ask you for any clarification necessary. For example, you may want to elicit aspects of a person's background that might be considered 'cultural'. Go around the classroom, offering support where necessary.
- Put students into groups to share their thoughts. Encourage them to ask each other follow-up questions by saying: *You will need to use what other students tell you to write afterwards.*
- Monitor groups, listening for errors, especially those with present forms and stative and dynamic verbs. In feedback, elicit one or two interesting points that groups have discussed and ask students to correct their mistakes.

Answers

Students' own answers.

Teacher development

Classroom tips: modelling activities for students

This exercise asks students to think about their personal influences; this may be a new idea for them and they may not know where to start. An easy way to clarify this speaking task is to demonstrate with your own example. By going first in this way, the teacher can do several things:

- clarify *what* the students are supposed to do
- clearly show how they should do it, for example, individually or in pairs
- illustrate the level of detail or complexity needed
- show how the target language can be used.

In this case, going first lets you establish a safe environment for students to talk about different aspects of their identity. It's also important to ensure that students don't feel under pressure to share anything they do not feel comfortable talking about in class.

spark For additional speaking practice, use the Communicative Activities in the Teacher Resources in Spark.

12

- Give students time to choose one member of their group and write a summary sentence about them. Again, you might prepare one about you to model the activity for students (see **Teacher development**).
- In the same groups, students read their summary sentences aloud without saying the name of the person. The others decide who they think they are talking about, then let that person respond to say how accurate it is and how well it sums them up.
- The student who is the subject of each sentence corrects their sentence so it more accurately describes them.
- Ask the class the extent to which this activity and these summaries have allowed them to tell their own stories and the reason(s) for that.

Answers

Students' own answers.

AT A GLANCE

- **vocabulary** ideas and feelings
- **listening** colours in different cultures
- **grammar** question forms
- **pronunciation** *wh-* questions
- **speaking** my life in colours

- **Lead-in** Books closed. Write on the board *COLOUR* and write around it some words that can have different colours, for example, *clothes, home furnishings, kitchen, car, bike, pencil case, shoes*, etc. In pairs, students find three things they have in common in terms of colours, using the ideas on the board (and their own) to ask each other questions. After a couple of minutes, elicit a few things they have found in common, for example, *We both have pink walls in our bedroom*.

Vocabulary ideas and feelings

1

- Students take turns to read the comments in pairs and respond. If the class is made up of students from different countries or cultures, pair them up accordingly so that they are more likely to have different responses.
- In feedback, students compare responses as a class. Ask students for theories why certain colours are associated with emotions and if these associations are the same in all cultures.

Answers

Students' own answers.

2

- Direct students to the infographic. Offer a colour association you have. For example, you could say: *Dark green makes me think of exams because that was the colour of my school uniform*. In pairs, students brainstorm their own

Culture and colour

Vocabulary ideas and feelings

- 1 Work in pairs. Read out these comments to your partner. Do they make you think of a colour or not? If yes, which colour? Compare your ideas. Are they similar or different?

- 'I'm really angry about that!'
- 'I feel great today!'
- 'I'm feeling so sad today.'
- 'I'm frightened about what I need to do.'

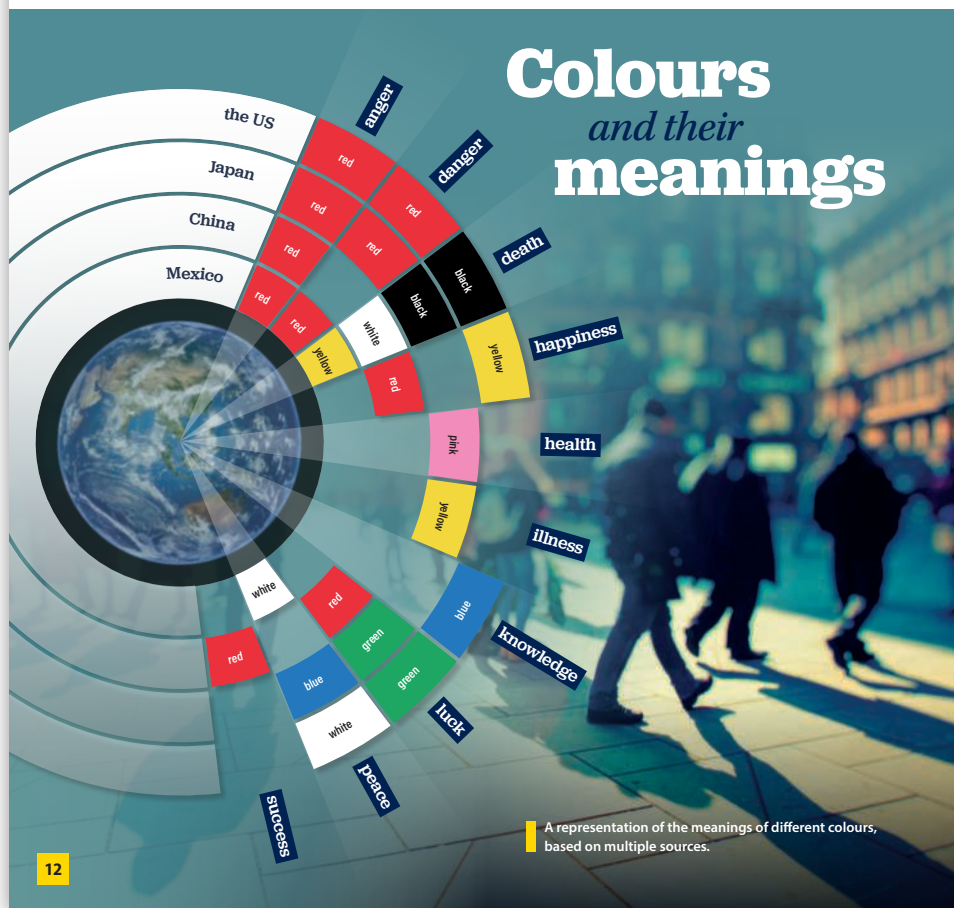
Students' own answers.

- 2 Look at the infographic and the suggested meanings of different colours. What colour would you connect with each noun, if any? Do you think people in your culture or country would agree with you? **Students' own answers.**

- 3 Work in pairs. Look again at the infographic. Discuss the questions.

- 1 Do you think it's possible to state what colours mean in different places with 100% accuracy? Why? / Why not?
- 2 Do you think the designer intended the infographic to be a reliable source of information? Explain your reasons.

Students' own answers.



associations and discuss whether others in their culture or country would agree or not.

- For feedback, write on the board: *[Colour] makes me think of / reminds me of ...* which students can use to express their associations. Let students share and compare ideas as a class.

Answers

Students' own answers.

3

- Make sure students understand the organization of the infographic by testing them, for example, you could ask: *According to the infographic, what colour do Chinese*

people associate with death? (white)
What colour does the infographic say that people from the US associate with illness? (They don't have a colour for illness.)

- Students answer the question in pairs or as a whole class to save time. Explore the idea of how different people can interpret the same information in different ways and how this can apply to colours.

Answers

Students' own answers.

Extra activity

Ask students to close their books and work with a partner to make a list of colours. Set a time limit of one minute for this.

Listening

- 4 **1.3** When you listen to factual information, you can use your knowledge of the topic to help you understand what you hear. You are going to listen to part of a podcast discussion about colours and their meanings. Before you listen, discuss these questions. Then listen and check.

- What is the most common colour on national flags? **red**
- In the US, what do many people connect with the colour yellow? **happiness / sunshine**
- Which colour has a positive, natural meaning in many countries? **green**

- 5 **1.4** Listen and complete the questions from the podcast.

- Do colours mean different things**
- _____ in different countries?
 - It's a really **strong colour, isn't it** ?
 - So, **which colour means** happiness in the US?
 - Do you know what yellow means** in Mexico?

Grammar question forms

QUESTION FORMS

- What **does** this colour **mean**?
- Which colour **means** 'happiness'?
- Do you **know** what yellow **means**?
- Green **means** nature, **doesn't it**?

For further information and practice, see page 156.

- 6 Look at the grammar box. Answer these questions.

- What is the main verb in each question? **mean/means**
- Which questions use the form subject + verb? **2,3,4**
- Which question has two parts? **4**
- Which question asks about a subject? **2**
- Which question starts with a question phrase? **3**

- 7 Put the words in order to make questions. Then ask your partner the questions.

- does / in your culture / mean / What / red / ?
- a peace symbol / a white dove / painted / Who / as / ?
- who / Do you know / wears / at funerals / blue / ?
- the White House, / don't they / live / US presidents / in / ?
- blue / 'peace' / means / where / Can you tell me / ?
- do you / What colours / International Women's Day / connect with / ?

8 Pronunciation wh- questions

- a **1.5** Listen to the questions 1 and 2 from Exercise 7. Does the speaker's voice rise or fall at the end of the questions? **The speaker's voice falls.**

- b **1.5** Listen again and repeat the questions.

- 9 Complete these **blue** and **yellow** quiz questions with verbs or question words. Then work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions.
Pair B: Turn to page 155 and follow the instructions.

- Where **does** the Blue-footed booby live?
- Who** lived in the Blue House in South Korea?
- Do** you know the name of the country where the Blue Nile begins?
- What/Which** part of the US is famous for Blues music?



- Where **do** yellow taxi cabs come from originally?
- Which yellow fruit **does** the Chula Vista festival in California celebrate?
- Which** sport gives a yellow jersey (or top) for the winner to wear?
- Can you tell me where the house that inspired van Gogh's 'Yellow House' painting **is** ?

Speaking my life

- 10 Write questions using these ideas. Use different question forms from the grammar box.

- colours / like / wear?
- feel strongly / about / any colours?
- dream / in colour or in black and white?
- see words / in colour?
- know anyone / colour blind?
- colours / favourite sports team / wear?

Can you tell me which colours you like to wear?

- 11 Ask and answer the questions. Find out who has similar answers. **Students' own answers.**

- Play the audio, then elicit the answer. To confirm that the speakers agree with the infographic, ask students for some details they heard.

Answers

See answers on Student's Book page.

Teacher development

Learning to learn: using prior knowledge

Ask students if they think this audio will be easy to understand after talking about colours and the infographic. Then generalize by asking: *Have you noticed when listening in English that it is easier to understand someone talking about a topic you know well? Have you ever not been able to understand when someone was talking about a topic that wasn't familiar to you?* Elicit some examples.

Encourage students to think about what they know about a topic before listening. Encourage them to do this by predicting words and expressions they expect to hear and ideas that might be discussed.

5 1.4

- Indicate the incomplete questions and write them on the board. Elicit students' guesses about the missing words and write these on the board, but don't help them form the questions at this stage. Then play the audio. Have different students come to the board to complete the questions or correct the guesses that they made before listening.

Answers

See answers on Student's Book page.

Grammar question forms

6

- Put students in pairs to answer the questions, referring to the grammar box. While students are working, write the questions on the board in preparation for feedback (see **Grammar notes**).
- For feedback, invite students to the board to underline or colour code the parts of each sentence: main verb, subject and auxiliary verb,

Then, ask pairs to discuss what different things they associate with each colour. Encourage them to think about feelings and ideas they associate with the different colours as well as objects. Invite students to identify colours with different meanings in different places and share their ideas with the class.

Visual literacy

Encourage students to critically analyze the decision to use an infographic to represent this information. Ask: *What is a benefit of representing this information visually?* (showing how many countries associate the same colours with the same ideas); *When are clear and simple visual*

ways to represent information helpful? (when the information is not open to interpretation); *What is the best way to represent information when there are different interpretations?* (possibly in text or in interactive formats)

Listening

4 1.3

- Ask a student to read aloud the instructions before listening. Ask the class to predict words, expressions and ideas they expect to hear using their prior knowledge (see **Teacher development**).

Culture and colour

Vocabulary ideas and feelings

1 Work in pairs. Read out these comments to your partner. Do they make you think of a colour or not? If yes, which colour? Compare your ideas. Are they similar or different?

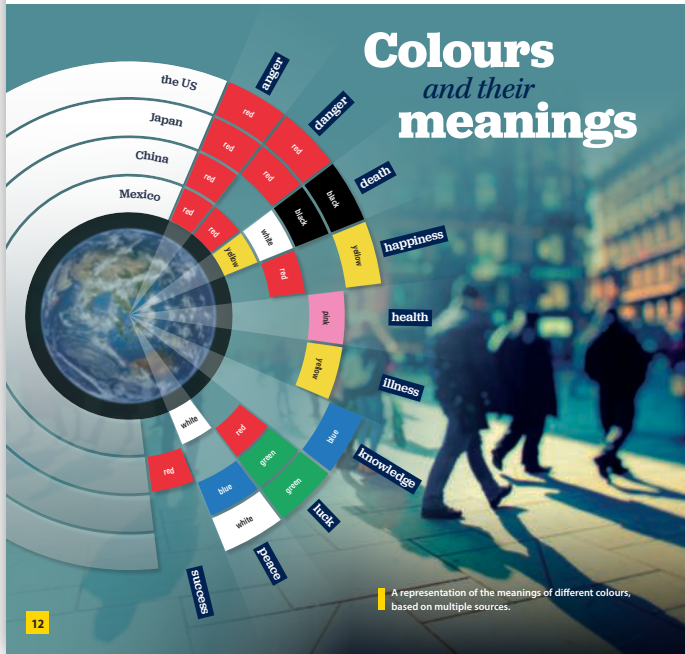
- 'I'm really angry about that'
- 'I feel great today'
- 'I'm feeling so sad today'
- 'I'm frightened about what I need to do.'

Students' own answers.

2 Look at the infographic and the suggested meanings of different colours. What colour would you connect with each noun, if any? Do you think people in your culture or country would agree with you? **Students' own answers.**

3 Work in pairs. Look again at the infographic. Discuss the questions.

- 1 Do you think it's possible to state what colours mean in different places with 100% accuracy? Why? / Why not?
- 2 Do you think the designer intended the infographic to be a reliable source of information? Explain your reasons. **Students' own answers.**



Listening

4 **4.1.3** When you listen to factual information, you can use your knowledge of the topic to help you understand what you hear. You are going to listen to part of a podcast discussion about colours and their meanings. Before you listen, discuss these questions. Then listen and check.

- 1 What is the most common colour on national flags? **red**
- 2 In the US, what do many people connect with the colour yellow? **happiness / sunshine**
- 3 Which colour has a positive, natural meaning in many countries? **green**

5 **4.1.4** Listen and complete the questions from the podcast.

- 1 Do colours mean different things in different countries?
- 2 It's a really strong colour, isn't it? **red**
- 3 So, which colour means happiness in the US?
- 4 Do you know what yellow means in Mexico?

Grammar question forms

QUESTION FORMS

- 1 What does this colour mean?
- 2 Which colour means happiness?
- 3 Do you know what yellow means?
- 4 Green means nature, doesn't it?

For further information and practice, see page 156.

6 Look at the grammar box. Answer these questions.

- 1 What is the main verb in each question? **mean/means**
- 2 Which questions use the form subject + verb? **2,3,4**
- 3 Which question has two parts? **4**
- 4 Which question asks about a subject? **2**
- 5 Which question starts with a question phrase? **3**

7 Put the words in order to make questions. Then ask your partner the questions.

- 1 does / in your culture / mean / What / red / ?
- 2 a peace symbol / a white dove / painted / Who / as / ?
- 3 who / Do you know / wears / at funerals / blue / ?
- 4 the White House / don't they / live / US presidents / in / ?
- 5 blue / 'peace' / means / where / Can you tell me / ?
- 6 do you / What colours / International Women's Day / connect with / ?

8 Pronunciation wh- questions

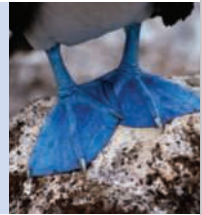
a **4.1.5** Listen to the questions 1 and 2 from Exercise 7. Does the speaker's voice rise or fall at the end of the questions? **The speaker's voice falls.**

b **4.1.5** Listen again and repeat the questions.

9 Complete these blue and yellow quiz questions with verbs or question words. Then work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions. Pair B: Turn to page 155 and follow the instructions.

- 1 Where **does** the Blue-footed booby live?
- 2 **Who** lived in the Blue House in South Korea?
- 3 **Do** you know the name of the country where the Blue Nile begins?
- 4 **What/Which** part of the US is famous for Blues music?



- 1 Where **do** yellow taxi cabs come from originally?
- 2 Which yellow fruit **does** the Chula Vista festival in California celebrate?
- 3 **Which** sport gives a yellow jersey (or top) for the winner to wear?
- 4 Can you tell me where the house that inspired van Gogh's 'Yellow House' painting **is**?

Speaking my life

10 Write questions using these ideas. Use different question forms from the grammar box.

- 1 colours / like / wear?
- 2 feel strongly / about / any colours?
- 3 dream / in colour or in black and white?
- 4 see words / in colour?
- 5 know anyone / colour blind?
- 6 colours / favourite sports team / wear?

Can you tell me which colours you like to wear?

11 Ask and answer the questions. Find out who has similar answers. **Students' own answers.**

and to label the question types: subject, object, indirect and tag.

- Refer students to the Grammar summary on page 156 of the Student's Book for further information and practice.

Answers

See answers on large Student's Book page.

GRAMMAR NOTES

The questions in the grammar box each illustrate a different type of question.

What does this colour mean? = an object question. We ask object questions when we want to know the object of the sentence, i.e. *This colour means [object]*.

They are formed by [question word] + auxiliary verb + subject + main verb. Closed questions (with the answer Yes or No) don't have a question word. Students may forget to use the auxiliary verb (*What means this colour?*) or confuse word order (*What does mean this colour?*).

Which colour means 'happiness'? = a subject question.

We ask subject questions when we want to know the subject of the sentence, i.e. [*Subject*] means 'happiness'. They are formed by [question word] + main verb + object. There is no auxiliary verb, but students may still add one (*Which colour does mean 'happiness'?*).

Do you know what yellow means? = an indirect question. Indirect questions establish politeness by offering the listener a way out of answering (*Do you know ...? No, I don't*). They are introduced by a variety of expressions, e.g. *Do you know ...? Could you tell me ...? I was wondering ...* and formed by [question word / if / whether] + subject + main verb. Students may use the normal question inversion of subject and auxiliary verb (*Do you know what does yellow mean?*) *Green means nature, doesn't it?* = a question with a question tag. Tags are common in informal speech and allow speakers to turn statements into questions. They are used to ask for confirmation of information that the person asking the question isn't sure about. They are formed by adding auxiliary verb + subject (pronoun) to the end of the statement. If the statement is affirmative, the tag will be negative, and

vice versa. As forming tags is complicated, learners might avoid using them, but encourage them to try to do so.

To help students better understand accurate question formation, use different colours on the board to show how subject, main verb and auxiliary verb work together. When learners make errors, point to the parts of the question on the board to prompt students to self-correct.

7

- Students work individually to order the questions, then check their answers by taking turns to ask and answer the questions.

Answers

- 1 What does red mean in your culture?
- 2 Who painted a white dove as a peace symbol?
- 3 Do you know who wears blue at funerals?

- 4 US presidents live in the White House, don't they?
- 5 Can you tell me where blue means 'peace'?
- 6 What colours do you connect with International Women's Day?

8 Pronunciation *wh-* questions

a 1.5

- Students listen to the questions and decide if they rise or fall at the end. Stop the audio after each one and replay it if necessary.

Answers

See answers on large Student's Book page.

b 1.5

- Play the audio, stopping after each question to let the students practise saying it. Listen carefully to what students say, paying attention to intonation. Correct students' intonation where necessary (see **Pronunciation notes**).

Pronunciation notes

For students struggling to hear and mimic the rise-fall intonation, take the words away completely and drill the question as a hum, for example, *What does red mean in your culture?* becomes HMM hmm HMM hmm HMM HMM hmmmhmm?

9

- Put students into pairs and assign half of the pairs the 'blue' questions and the other half 'yellow'. Pairs complete the questions, then turn to either page 153 or 155 in the Student's Book to follow the instructions. Students then get together with another pair to ask and answer each other's questions. Make sure they understand that they need to withhold the possible options first, and to award five points if they can correctly answer without the options.
- Exam tip** This task provides exam practice for Cambridge B2 First, Speaking Part 4, Discussion.

Answers

See answers on large Student's Book page.

Extra activity

Challenge fast finishers to write another question about either blue or yellow, for example, *What does 'feeling blue' mean? / Who wrote Yellow Submarine?* Have them read their questions to the class so that students who know the answers put their hands up to answer.

spark Assign students the grammar activities in the Online Practice to help them consolidate their understanding and get practice of using this language.

Speaking

10

- Students work in different pairs to the ones they were in for Exercise 9. Point out that there may be more than one way of forming questions with these words, so they should write the question they're most interested in asking their classmates.
- Encourage students to use at least one of each of the following types of questions: direct questions, indirect questions, subject questions and object questions. Starting with an indirect question might be a good idea because it helps to establish politeness. However, point out that it's not necessary to keep asking indirect questions and you may sound unnatural if you do that. In terms of the content of students' questions, encourage them to focus less on the colours themselves and more on how the colours make them feel and the effect they have on their mood and wellbeing.
- Monitor groups to check for accuracy in question formation and any other points of interest.
- Optional step** Students write one or two more questions of their choice about colour.

Answers

Suggested answers

- Can you tell me which colours you like to wear?
- Do you feel strongly about any colours?
- Do you dream in colour or in black and white?
- Do you see words in colour?
- Do you know anyone who is colour blind?
- What colours does your favourite sports team wear?

11

- Organize students into groups so that they are no longer with their partner from Exercise 10. Have students ask and answer their questions. After a few minutes, get the class's attention and elicit the most interesting information they discussed.
- Exam tip** This task provides exam practice for Cambridge B2 First, Speaking Part 1, Interview.

Answers

Students' own answers.

Extra activity

Ask students to research the topic of complementary colours. Have students go online and find information about the following aspects of this topic:

- what complementary colours are
- three examples of pairs of complementary colours
- a famous painting that uses complementary colours
- a practical use of complementary colours in everyday life (e.g. flags, life jackets, logos and packaging).

They can use the search term 'complementary colours' when they do this.

Once students have finished their online research, ask them to use the information they found to find photos in the Student's Book which use complementary colours. They could do this individually or in pairs.

AT A GLANCE

- **reading** an article about Generation Z
- **wordbuilding** adjective + noun collocations
- **critical thinking** supporting examples
- **speaking** my generation's habits

- **Lead-in** Ask students to look at the photo on page 15. Ask them if they think anything is unusual about the image. (Students' own answers, but some may comment on the range of generations.) Ask students what they think the article will be about.

Reading

1

- In pairs, have students match the generations and periods (see **Background information**). Write on the board: are people born between and . For feedback, ask students to use the sentence structure to express the answers. Then ask them how often or how much they think people talk about these divisions, based on their own experience.
- **Optional activity** Ask students what stereotypes exist about each of the different generations, such as interests, fashions, abilities, etc. Ask them how true they think these ideas are, based on their experience. In adult classes with a range of ages, make sure you are sensitive to everyone's feelings and avoid joking about specific generations.
- **Exam tip** This task provides exam practice for Cambridge B2 First, Reading Part 8 and IELTS, Reading Type 4, Matching information.

Answers

See answers on Student's Book page.

Background information

A generation is typically seen as all the people who were born in the same period of time. Other generations include The

The first global generation

Reading

- 1 Work in pairs. Match the names of the different generations (1–5) with the periods they were born in (a–e). Do you separate generations in this way in your country or culture?

1 Generation Alpha	a mid 1940s–mid 1960s
2 Baby Boomers	b mid 1960s–late 1970s
3 Generation X	c early 1980s–mid 1990s
4 Generation Z	d late 1990s–early 2010s
5 Millennials	e after the early 2010s
- 2 Do you think that people born after the mid 1990s have different characteristics to people of other generations? If so, give some examples.
- 3 Read the article. What is the main reason that Generation Z has a more 'global' identity than earlier generations?
- 4 Read the article again. Answer the questions.
 - 1 Which paragraph describes Generation Z in three different parts of the world? **B**
 - 2 Which paragraph discusses how different generations experienced communication? **C**
 - 3 Which paragraph gives an example of a negative view of global identity? **E**
 - 4 Which paragraph asks readers to think about their own experience? **A**
 - 5 Which two paragraphs include quotes from Generation Z? **C, D**

Wordbuilding adjective + noun collocations

WORDBUILDING adjective + noun collocations

Some adjectives and nouns often go together.
global identity, digital native

- 5 Look at the wordbuilding box. Complete the sentences with these words. Then find the collocations in the article and check your answers.
- | | | |
|---------------|---------|-------------|
| communication | culture | generations |
| thing | world | |
- 1 **Traditional** culture is important for every generation.
 - 2 I think speaking more than one language is a **good** thing.
 - 3 I spend most of my working day in a **virtual** world.
 - 4 **Digital** communication is usually instant nowadays.
 - 5 It's important to show respect to **older** generations.

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Lost Generation (pre 1900), The Greatest Generation (the ones who lived through the Great Depression in the US), The Silent Generation (born after WWI and too young to fight in World War II) and Generation Beta, the next generation after Alpha.

Extra activity

Tell students that the phrases in Exercise 1 (e.g. Generation Z) for classifying people according to the year when they were born are the ones used by social scientists. Point out, however, that some people think that categorizing people by age in this way is unhelpful. Ask students: *What arguments can you think of to support classifying people into generations? What arguments could you make against this?* Have students discuss their ideas

- 6 Work in pairs. Think of at least one more collocation with each adjective in bold in Exercise 5. Then ask and answer questions with the collocations.

Have you ever been to a traditional wedding?

Do you think you are a digital native?

Students' own answers.

Critical thinking supporting examples

- 7 Writers often give examples to support the statements they make. Find examples 1 and 2 in the article and underline the statement they support.
 - 1 Generation Z in Asia has more in common with Generation Z in Europe or in North America than with older generations in Asia.
 - 2 The world was changing from analogue to digital communication.
- 8 Examples can sometimes be introduced by a linking expression. Look at the article again and find the linking expression for example 1 in Exercise 7. Then find similar expressions in the article.
- 9 Work in pairs. Do you think the writer chose good examples to support statements? Can you think of your own examples? **Students' own answers.**

Speaking my life

- 10 Work in pairs to prepare questions for a survey on habits. Use these ideas. Ask other students your questions. **Students' own answers.**
 - communication
 - entertainment
 - food
 - games
 - music
 - shopping

How do you usually keep in touch with your friends or family?
What kind of food do you eat most days?
- 11 Share the results with the class. Do you think the answers are typical of your generation? Would different generations give different answers? **Students' own answers.**

in pairs and ask them to try to agree on whether or not this system is helpful, giving reasons for their opinions. Then put two pairs together to make groups of four so that students can compare their conclusions.

2

- Conduct this discussion in small groups or as a whole-class activity. If you do this in groups, invite a spokesperson from each group to report back to the class about what they discussed.

Answers

Suggested answers

Students may discuss the effects of mobile technology, the internet,